

BOARD OF STUDIES
NEW SOUTH WALES



English K-6

Syllabus

Acknowledgements

Extract on NSW Foundation Style handwriting from *Writing K–12*, NSW Department of Education, Sydney, 1987.

Australia's Language and Literacy Policy, AGPS, Canberra, 1991, p 9.

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Contents

Introduction	5
Rationale	6
Aim	6
Objectives	6
Overview of Language and Language Learning	7
Outcomes	11
Foundation Statements	12
Overview of Outcomes	15
Values and Attitudes Outcomes	16
Talking and Listening Outcomes	17
Reading Outcomes	18
Writing Outcomes	19
Talking and Listening Outcomes and Indicators	20
Reading Outcomes and Indicators	28
Writing Outcomes and Indicators	36
Content, Scope and Sequence	49
Content Overview	50
Early Stage 1	50
Mid Stage 1	52
Later Stage 1	54
Early Stage 2	56
Later Stage 2	58
Early Stage 3	60
Later Stage 3	62
Beyond Stage 3	64
Scope and Sequence of Text Types	66
Literary Text Types	68
Factual Text Types	70
Scope and Sequence of Grammar	72
Scope and Sequence of Phonological and Graphological Processing	76
Scope and Sequence of Phonological and Graphological Skills	78
General Principles for Planning, Programming, Assessing, Reporting and Evaluating in English	85
Glossary	91
Appendix A — NSW Foundation Style	101

Introduction

English is the key learning area where students develop knowledge, skills and understandings about English language and literature. K–6 syllabuses in New South Wales are organised in broad stages that describe the sequence of learning experiences through which students will progress. The outcomes and content in this *English K–6 Syllabus* are organised in three strands*:

- Talking and Listening
- Reading
- Writing.

The outcomes describe the knowledge, skills, understandings and strategies that students demonstrate when **learning to** talk, listen, read and write. They also specify the knowledge and understandings students develop when **learning about** talking, listening, reading and writing. These outcomes are achieved as students engage with the content of the syllabus.

When students engage in the English learning experiences in this syllabus, they will develop the ability to talk, listen, read, view and write with purpose, effect and confidence. They will develop knowledge of the ways in which language varies according to context (eg purpose, audience, channel of communication and content). Students will develop a sound grasp of the language structures and grammar of Standard Australian English.

In addition, teachers will provide opportunities for students to develop a broad knowledge of a range of literature including Australian literature. They will also provide opportunities for students to discuss and analyse texts critically and with appreciation.

In this syllabus, the word ‘text’ is used broadly as any written, spoken or visual communication involving language. It will include picture books, novels, newspapers, letters, conversation, speeches, performances of plays, feature films, television programs, computer graphics and advertisements.

Teachers can refer to *English K–6 Recommended Children’s Texts* for examples of quality literature suitable for each stage of schooling.

The syllabus is also based upon a recognition that children’s formative learning experiences will often involve using technology. It acknowledges the increasing availability of computers in schools and in the home. Information technology enables students to locate, access, view and analyse a range of texts. In addition, it provides opportunities for students to design and create information products. Indicators have been developed in each stage to enable teachers to monitor the development of students’ knowledge, skills and understandings when using different technologies.

Literacy

The following definition of literacy has been used widely in Australia in recent years.

‘Literacy is the ability to read and use written information and to write appropriately in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society.

Literacy involves the integration of speaking, listening and critical thinking with reading and writing.’

(Source: Department of Employment, Education and Training, *Australia’s Language and Literacy Policy*, companion volume to the policy paper, AGPS, Canberra 1991:9.)

The syllabus emphasises the development of critical literacy. This involves students in questioning, challenging and evaluating the texts that they listen to, read and view. Critical literacy enables students to perceive how texts position readers to take a particular view of people and events.

In recognition of developments in multimedia and electronic communication, the syllabus outcomes also address the literacy demands of viewing and using computers.

* Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by students within the context of the *English K–6 Syllabus*.

Rationale

Language is central to students' intellectual, social and emotional development and has an essential role in all key learning areas. The learning experiences provided in this syllabus will assist students to become competent in English and to use language effectively in a range of contexts.

Through programs based on this syllabus, students will develop knowledge, skills and understandings about the English language and literature. They will also learn to create and interpret a range of literary and factual texts. They will learn about the structure and grammar of these texts.

Competence in English will enable students to learn about the role of language in their own lives, and in their own and other cultures. They will then be able to communicate their thoughts and feelings, to participate in society, to make informed decisions about personal and social issues, to analyse information and viewpoints, to use their imaginations and to think about the influence of culture on the meanings made with language.

The approach taken in this syllabus is based on the three main interrelated uses of language:

- to interact with others;
- to create and interpret texts;
- to develop understandings about the world and ourselves.

This approach places emphasis on both spoken and written language and provides a comprehensive description of how language works. This is a useful approach for the classroom because it allows for the diversity of language backgrounds within a multicultural society.

English is a compulsory subject in all years of schooling. The *English K-6 Syllabus* provides students with the foundation for learning English in their secondary education. It also provides students with the opportunity to develop an appreciation of language and literature throughout their lives.

Aim

The aim of the *English K-6 Syllabus* is to encourage positive attitudes towards learning English, to develop students' ability in using language effectively and to enable critical reflection on how language works.

Objectives

Values and Attitudes

To develop students' enjoyment, confidence and independence as language users and learners.

A love of language, an enjoyment of language, and an appreciation of the rich variety of language can motivate students to pursue future study of language and literature.

Skills

To develop students' competence in learning and using language in a broad range of contexts.

The development of skills in using spoken and written language is fundamental to the learning of English. The development of these skills allows students to use language effectively for different purposes. The skills developed in talking, listening, reading and writing assist students' learning in all areas of the curriculum.

Knowledge

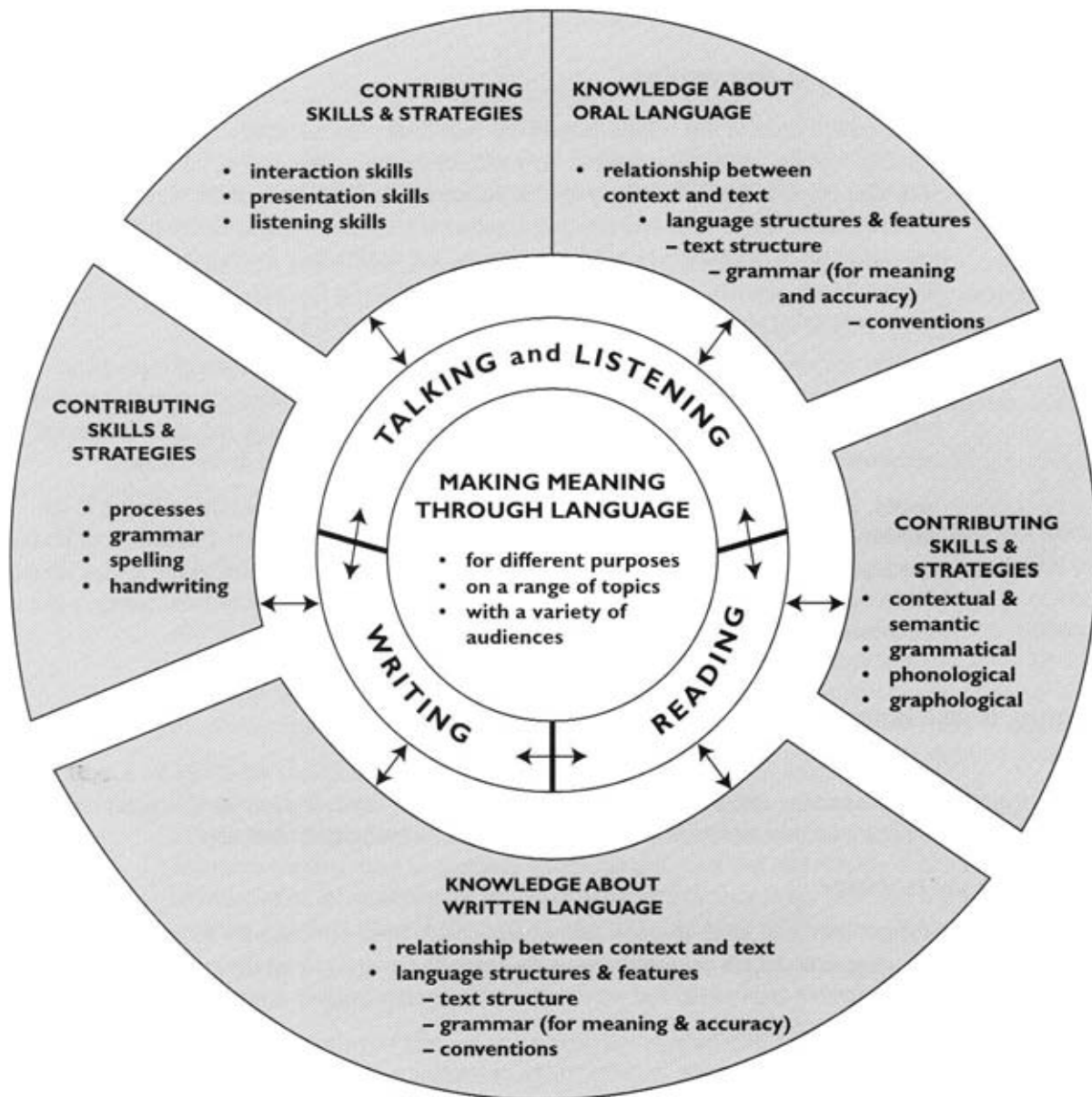
To develop students' knowledge and understanding of texts and how texts are structured within different contexts.

Knowledge about the characteristic ways in which different texts are organised assists students to create different spoken and written texts and to interpret or respond more effectively to the texts they encounter.

Overview of Language and Language Learning

The syllabus draws on insights from a number of sources. It incorporates findings from recent research into language and language learning, it includes different theoretical perspectives and it consolidates what has been learnt from current and past exemplary classroom practice.

At the core of the syllabus is an emphasis on language as a resource for making meaning. The following diagram shows the relationship between talking, listening, reading and writing when making meaning through language for different purposes, on a range of topics, with a variety of audiences. The diagram also links two key elements — contributing skills and strategies, and knowledge about oral and written language.



Making meaning through language

We use language to achieve a variety of social purposes: for example, we use it to entertain, to explain how something works, to provide information, to argue a position, to explore the inner world of the imagination. The function of social purpose as an impetus to text creation is reflected in the 'Scope and Sequence of Text Types' section beginning on page 66.

We also use language to make sense of the world, to express and develop ideas on a range of topics, from everyday experiences to the ideas that are considered across all the areas of the curriculum. With factual texts, for example, we need to develop control over the language of naming, describing, defining, classifying, exemplifying, and so on. When dealing with literary texts, we need to become familiar with the language of narratives, poems and drama.

Language is also used to interact with various audiences. Students need to be able to communicate confidently and appropriately with people from all walks of life: with those who are older or younger, with those in positions of power, with peers and family, with small and large groups.

Talking, listening, reading and writing

The approach taken in this syllabus stresses the need to develop students' ability in talking, listening, reading, viewing and writing. They will, for example, learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well-structured, coherent texts. As talking and listening often happen simultaneously in interactive, face-to-face situations, it is hard to treat the two independently. The syllabus therefore deals with them together, though allowing for the opportunity to focus separately, where appropriate, on the development of either talking or listening skills.

Reading and viewing are linked throughout the syllabus because the processes of reading and viewing have much in common. They both involve decoding and interpreting texts; that is, they are both based on understanding codes. Furthermore, in many texts language and visual images are interrelated; for example, in newspapers, textbooks, films, TV series and documentaries.

Talking, listening, reading and writing are interrelated (as indicated by the linking arrows in the diagram on page 7). Each one contributes to the development of the others. Discussing our ideas, for example, helps us with our writing; listening to a story helps us when we come to read the story ourselves; reading about a topic provides us with material for our writing, as does viewing a film or documentary.

Learning to use language and learning about language

Learning English involves developing both the ability to **use** language effectively for a range of purposes and the ability to **talk about** the language being used. The syllabus outcomes reflect these two substrands: 'learning to use language' and 'learning about language'.

Learning to use language

Students learn best when they feel safe yet challenged, when responses are accepted yet extended, and when expectations are realistic yet high. Teachers can assist by teaching explicitly within context (where appropriate) and providing varying levels of support as students become increasingly independent.

In learning to use language, students will be developing a number of contributing skills and strategies (as indicated by the outer circle of the diagram on page 7).

Those skills and strategies that contribute to the effective use of **talking and listening** include interaction skills, oral presentation skills and specific listening skills. Interaction skills are important, for example, in classroom discussions or in group work, where the students need to be aware of how to initiate a topic, how to include others, how to change topics, how to repair communication breakdowns, how to deal with those who dominate the conversation, and how to use language to

solve problems. Oral presentation skills are increasingly important in a world where people are judged on their ability to present their ideas in a coherent, articulate way in a range of situations (school, workplace and social). Listening skills are easily overlooked as they are more ‘invisible’ than talking, reading and writing skills. Students need to be involved in activities that develop specific listening skills, such as the ability to grasp the main point of a talk, the ability to identify particular details, and the ability to evaluate critically what is being said. Talking and listening are accompanied by nonverbal communication such as gesture, facial expression, and body movement and position.

Those skills and strategies that contribute towards **reading** include the ability to use contextual, semantic and grammatical information in comprehending the meaning of a text, and the ability to use graphological and phonological information to differentiate between different sounds and to relate them to different written symbols. When we comprehend whole texts we make links between the text and our previous experiences, our cultural background, our knowledge of other texts and our knowledge of how texts are structured. Reading skills and strategies also include the ability to locate information in a text, note-taking using indexes and glossaries, skimming texts to get the overall meaning, scanning texts for particular information, and navigating an electronic text effectively.

In addition to the reading of written texts, students need to develop the skills and strategies needed for interpreting visual images and media productions. This involves being able to read graphics such as diagrams, maps, computer icons, flowcharts, and different types of graphs; to understand the relationship between text and graphics; and to view video and film with comprehension and critical awareness.

Those skills and strategies that are involved in learning to **write** include the ability to use such processes as drafting, revising, conferencing, editing, proofreading and publishing. Writing also involves the skills of using well-structured sentences, accurate spelling and punctuation, and neat, legible handwriting.

Producing texts also includes the development of computer skills used in the production of text, graphics and multimedia presentations.

Learning about language

As they learn to use English, students will also be involved in learning about how language works (see ‘Knowledge About Oral Language’ and ‘Knowledge About Written Language’ in the outer circle of the diagram on page 7). They will be asked to reflect on various aspects of language, to develop a shared language for talking about language, and to use this knowledge to evaluate texts critically in terms of effectiveness, meaning and accuracy. They will be able to discuss language at the level of the whole text through to the ‘micro-level’ of the word and components of words. They will be able to consider the relationship between a text and its context. They will also observe how language changes over time, how it differs from culture to culture and how it changes in different situations.

The grammar outlined in this syllabus will allow students and teachers to discuss language in terms of both meaning and accuracy. The grammar can be used as a tool to help students understand how sentences are structured so that they are meaningful, clear and syntactically accurate. It also provides scope for exploring the grammatical patterns in texts to see how they build up the meaning. An exploration of grammatical patterns might focus on questions such as the following:

- ◆ How do grammatical patterns change according to the purpose, content, audience and channel of communication?
- ◆ What makes a text effective and appropriate in relation to its context?
- ◆ How does the grammar contribute to the overall flow of the text and its organisation?
- ◆ How is grammar used to express different shades of meaning?
- ◆ How is grammar used to express cultural patterns regarding, for example, differences in power, status, values and attitudes, gender, ethnicity and class?



Outcomes

Foundation Statements

Overview of Outcomes

**Talking and Listening
Outcomes and Indicators**

**Reading Outcomes
and Indicators**

**Writing Outcomes
and Indicators**

Foundation Statements

Foundation Statements set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school.

EARLY STAGE 1

Talking and Listening ■ Reading ■ Writing

Students mix and talk informally with peers, teachers and known adults. They give short talks and interact effectively in the classroom and in groups. Students listen with attentiveness to follow simple instructions and ask relevant questions. They express ideas clearly, demonstrating an emerging awareness of how people use spoken language for different purposes. They explore the way familiar spoken texts are constructed and the features of these texts.

Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics in short predictable printed texts on familiar topics. They recognise, discuss and respond to the different kinds and purposes of various written and visual texts. Students explore and identify some language features of written and visual texts.

Students write with an increasing awareness of the nature, purpose and conventions of written language. They produce simple texts that demonstrate an awareness of the basic grammar and punctuation needed. Students know and use letters and sounds of the alphabet to attempt to spell known words and use most lower and upper case letters appropriately to construct sentences. Students explore the use of computer technology to construct texts.

STAGE 1

Talking and Listening ■ Reading ■ Writing

Students communicate with a wide range of people on familiar and introduced topics to achieve a variety of purposes. They interact effectively, adopting new speaking skills, in order to give confident oral presentations. They listen to instructions and share ideas with peers to complete tasks. Students recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others. They investigate the different types and organisational patterns of common spoken texts and recognise features within them.

Students read and view short literary and factual texts, using an increasing variety of skills and strategies including context, grammar, word usage and phonics to make connections between their own experiences and information in texts. Students read, interpret and discuss texts, including visual and multimedia texts, using a range of skills and strategies. They explore and identify ways texts differ according to purpose, audience and subject and understand that people produce texts. Students recognise the basic structure and grammatical features of a limited range of text types.

Students write simple literary and factual texts on familiar topics for known readers by planning and reviewing their writing. They write using basic grammatical features and conventions of punctuation, showing awareness of different purposes, audiences and subject matter. Students spell using knowledge of sight words, letter-sound correspondence and other strategies. They write using letters of consistent size and slope in NSW Foundation Style and use computer technology to produce texts, recognising simple conventions, language and functions.

Foundation Statements

STAGE 2

Talking and Listening ■ Reading ■ Writing

Students communicate proficiently ideas and information in classroom, school and social situations for a range of purposes. They explore a range of roles when interacting in pairs and groups, using various listening strategies to gather general ideas from conversations, reports or spoken presentations. Students identify the effect of purpose and audience on spoken texts and they shape and present ideas accordingly. They identify common organisational patterns and language features of predictable spoken texts.

Students independently read and view familiar and challenging texts and justify interpretations of ideas, information and events, using a range of skills and strategies. They integrate a range of skills and strategies efficiently when reading and interpreting texts and visual images. Students recognise and explore the relationship between writers and readers and how writers use language to create different worlds and achieve a range of purposes. They explore the structure and grammatical features for a range of written and visual texts.

Students write well-structured literary and factual texts in terms of topic, purpose, audience and language by drafting, revising and proofreading. They use accurate sentence structure, grammatical features and punctuation conventions to produce various texts and spell familiar and unfamiliar words using knowledge of letter-sound correspondence, common letter patterns and a range of other strategies. Students use joined letters when writing in NSW Foundation Style and develop basic desktop publishing skills. Students explain how they structure their writing to achieve intended purposes.

STAGE 3

Talking and Listening ■ Reading ■ Writing

Students communicate effectively, using considered spoken language to entertain, inform and influence audiences for an increasing range of purposes. They work productively and independently, in pairs or groups to deliver effective oral presentations using various skills and strategies. Students listen attentively to gather specific information and ideas, recognising and exploring how spoken and written language differ, and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.

Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge and experience. Students identify, critically analyse and respond to techniques used by writers to influence readers through language and grammar. They identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual and multimedia texts.

Students write well-structured and well-presented literary and factual texts for a wide range of purposes and audiences, dealing with complex topics, ideas, issues and language features. They write well-structured sentences, effectively using a variety of grammatical features. Students spell most common words accurately, and use a variety of strategies to spell less common words. They use a fluent and legible style to write and employ computer technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by focusing on grammatical features and the conventions of writing.

Overview of Outcomes

Outcomes

Syllabus outcomes are specific statements of the results intended by the syllabus. These outcomes are achieved as students engage with the content of the syllabus. They are arranged in stages. The outcomes are statements of the knowledge, skills and understandings expected to be gained by most students as a result of effective teaching and learning of English K–6 by the end of a stage.

The stages of English K–6 are as follows:

- Early Stage 1: Kindergarten
- Stage 1: Years 1 and 2
- Stage 2: Years 3 and 4
- Stage 3: Years 5 and 6.

Although most students will achieve the outcomes of each stage in the years listed above, there are some students who have language learning needs which will dictate that they will be working towards outcomes at an early or later stage.

Values and attitudes outcomes for English are also included. These outcomes are different in nature from the outcomes for talking and listening, reading and writing. For this reason the same values and attitudes outcomes for English K–6 apply at each stage.

Indicators

Each outcome in this syllabus is accompanied by a set of indicators. An indicator is a statement of the behaviour that students might display as they work towards the achievement of syllabus outcomes.

The indicators included in this syllabus are examples only. They exemplify the range of observable behaviours that contribute to the achievement of outcomes. They assist teachers to monitor student progress within a stage as well as to make an on-balance judgement about the achievement of outcomes at the end of a stage. Teachers may wish to develop their own indicators, adapt and/or modify syllabus indicators as appropriate.

The Department of Education and Training's Foundation and Transition outcomes from the *Revised Early Learning Profiles – English* have informed the development of Early Stage 1 outcomes and indicators.

VALUES AND ATTITUDES OUTCOMES

Throughout the years of primary schooling, students will develop enjoyment, confidence and independence in learning and using spoken and written language. The following outcomes apply at all stages.

A student:

- V1** enjoys creating a range of spoken and written texts;
- V2** enjoys experiencing and responding to a range of spoken and written texts;
- V3** experiments with different aspects of spoken and written language;
- V4** shows confidence in using language in a variety of contexts;
- V5** shows independence in using and learning language;
- V6** chooses to reflect on and share experiences of texts;
- V7** uses language to support and encourage others;
- V8** understands how language is used to include and exclude others.

Positive attitudes towards using and learning about language ensure that students are more likely to experience success in school and community settings.

TALKING AND LISTENING OUTCOMES

Substrands	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
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Learning to Talk and Listen

These outcomes will be used to plan and assess students' talking and listening and the development of associated talking and listening skills and strategies.

<i>Talking and Listening</i>	<p>TES1.1</p> <p>Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.</p>	<p>TS1.1</p> <p>Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.</p>	<p>TS2.1</p> <p>Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.</p>	<p>TS3.1</p> <p>Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.</p>
<i>Skills and Strategies</i>	<p>TES1.2</p> <p>Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.</p>	<p>TS1.2</p> <p>Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p>	<p>TS2.2</p> <p>Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.</p>	<p>TS3.2</p> <p>Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.</p>

Learning About Talking and Listening

These outcomes will be used to plan and assess the development of explicit knowledge of how spoken language works in context and of how to talk about the structures and features of spoken language.

<i>Context and Text</i>	<p>TES1.3</p> <p>Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.</p>	<p>TS1.3</p> <p>Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.</p>	<p>TS2.3</p> <p>Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.</p>	<p>TS3.3</p> <p>Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.</p>
<i>Language Structures and Features</i>	<p>TES1.4</p> <p>With teacher guidance, identifies some basic language features of familiar spoken texts.</p>	<p>TS1.4</p> <p>Recognises that different types of predictable spoken texts have different organisational patterns and features.</p>	<p>TS2.4</p> <p>Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.</p>	<p>TS3.4</p> <p>Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.</p>

READING OUTCOMES

Substrands	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
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Learning to Read

These outcomes will be used to plan and assess students' reading of a range of texts and the development of associated reading skills and strategies.

<i>Reading and Viewing Texts</i>	RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.	RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.	RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.	RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
<i>Skills and Strategies</i>	RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.	RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.	RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.	RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

Learning About Reading

These outcomes will be used to plan and assess the development of explicit knowledge of how written language works in context and of how to talk about the structures and features of written language.

<i>Context and Text</i>	RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.	RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.	RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.	RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
<i>Language Structures and Features</i>	RES1.8 Identifies some basic language structures and features of texts.	RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.	RS2.8 Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.	RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

WRITING OUTCOMES

Substrands	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Learning to Write				
<i>These outcomes will be used to plan and assess students' writing and the development of associated writing skills and strategies.</i>				
<i>Producing Texts</i>	WES1.9 Engages in writing texts with the intention of conveying an idea or message.	WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.	WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.	WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
<i>Skills and Strategies</i>	WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.	WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.	WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.	WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.
<i>Spelling</i>	WES1.11 Begins to use letters to represent known words when spelling.	WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.	WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.	WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
<i>Handwriting and computer technology</i>	WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.	WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.	WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.	WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

Learning About Writing

These outcomes will be used to plan and assess the development of explicit knowledge of how written language works in context and of how to talk about the structures and features of written language.

<i>Context and Text</i>	WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.	WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.	WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.	WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
<i>Language Structures and Features</i>	WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.	WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.	WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.	WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Talking and Listening Outcomes and Indicators

EARLY STAGE 1

STAGE 1

Learning to Talk and Listen — Talking and Listening

TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

Purpose

- makes simple requests
- participates in nursery rhymes, including rhymes from different cultures
- recites short simple poems
- listens to brief concrete descriptions
- describes an object of interest to the class, eg toy or pet
- responds to literary texts read aloud
- recounts a personal or shared experience
- tells or retells familiar literary texts, including stories in home language and on film or video
- interprets a simple instruction from teacher or peer
- carries out instructions involving one step
- understands simple classroom routines
- listens and responds to computerised instruction, eg 'Click on the red square'
- listens for and responds to information in class
- listens to simple explanations and makes appropriate responses
- provides simple explanations
- expresses feelings, needs and wants, likes and dislikes
- listens to and reports on peer opinions
- expresses a personal opinion.

Audience, Subject Matter

- understands the difference between a question and a statement
- talks with class teacher about topics of personal interest and school-related topics
- engages in conversation with known peers in home language
- relays messages, eg child–child, child–children, child–teacher or known adult
- takes part in structured group or pair activities involving talk about familiar topics
- presents news to class
- talks to whole class about a topic of personal interest
- engages in role-play and developmental play activities.

ESL Scales

To achieve this outcome, students learning English as their second language will need to be developing English skills described at levels 3/4 in the Oral Interaction strand of the ESL Scales.

Note: A significant number of young children are affected by otitis media (intermittent hearing loss). This hearing loss is difficult for teachers to detect. Such students may have difficulty hearing, understanding and following instructions. See English K–6 Modules for more information.

TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

Purpose

- asks questions to seek clarification
- joins in familiar rhymes, chants and poems from various cultures
- gives a simple description of familiar people, places, things
- listens to a range of different picture books read aloud, in different language varieties
- follows and responds to an aural multimedia text, eg talking book
- gives personal recounts about familiar events
- provides a brief retelling of a familiar story
- recounts real or imagined events in logical sequence
- presents a biography of a family member to a group
- follows a short procedure, eg instructions for a simple task
- is able to give simple directions, eg to go to the next classroom/the library
- listens to and follows a brief set of instructions
- listens for information from a variety of sources
- listens for and responds to information from a news event or classroom event
- gives a brief, simple oral information report on familiar topics
- understands a brief explanation of a simple phenomenon
- uses a comment or a question to expand on an idea in a discussion
- expresses a point of view about texts read, heard or viewed
- participates in a class discussion about school rules
- engages in group discussion to solve a problem.

Audience, Subject Matter

- greets other teachers appropriately and conveys messages to them
- talks with parent helpers in the classroom
- converses about a school topic, eg playground equipment, with teacher on duty
- talks comfortably with peers on a variety of topics
- interacts in informal conversations with peers and adults
- listens attentively and converses with others to share ideas or give information
- retells partner's news
- talks about familiar, real and imagined topics
- listens to and shows respect for the contribution of another in group and class discussions
- plans and performs a role-play for the class.

ESL Scales

To achieve this outcome, students learning English as their second language will need to be developing English skills described at levels 3/4 in the Oral Interaction strand of the ESL Scales.

STAGE 2

STAGE 3

Learning to Talk and Listen — Talking and Listening

TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.

Purpose

- recites familiar and new poems
- listens to descriptions of unfamiliar places, people and things
- describes people, places and things in detail
- listens to a variety of less familiar contemporary literary texts
- listens to more diverse literary texts read aloud, including in home language
- gives a more detailed recount
- retells an episode of a television series
- recalls how a solution of an electronic adventure game was reached
- follows directions to a particular location
- gives extended procedures, eg directions, instructions for making a piece of craft
- listens to sustained information reports on familiar and researched topics
- gives sustained information reports on generalised, researched topics
- listens to more complex explanations of simple phenomena
- explains simple phenomena briefly
- offers opinions about films or stories read aloud
- justifies a point of view with supporting evidence
- discusses and reflects upon a variety of responses and views
- challenges a point of view with supporting evidence.

Audience, Subject Matter

- knows how to make requests to different people, eg a friend, the teacher, the canteen coordinator
- talks with students from other classes
- conducts brief interviews with peers and adults to obtain information about an issue or topic
- participates in group and individual recitations of familiar and new poems
- participates in class discussions on a variety of topics
- talks briefly to class after a group discussion on a current topic
- seeks an explanation or more information from the speaker on their topic
- elaborates on others' suggestions
- tells an anecdote to the class about an amusing incident
- engages in improvisation or role-play based on texts read, heard or viewed
- records voices in character onto a tape recorder.

ESL Scales

Levels 5/6 Oral Interaction

TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.

Purpose

- produces a wide variety of spoken texts
- joins in group or individual recitations of a variety of familiar and new poems (including students' own poems)
- listens to and gives detailed descriptions of a range of settings, people, places, objects
- listens to longer recounts including objective and historical recounts
- listens to longer, more challenging stories read aloud or on radio/tape, eg serialised children's novels
- listens to more involved procedures such as instructions for investigations, outline of a more complex task
- gives extended procedures with accurate directions
- listens to information reports with supporting graphics
- listens to and notes key ideas and information from guest speakers, recordings, documentary videos, re-enactments
- reports information with accompanying graphics
- listens to demanding explanations with supporting diagrams
- explains to a group a complex phenomenon using technical vocabulary, eg how an electric circuit works
- recognises when an opinion is being offered as opposed to fact (if culturally appropriate)
- listens to sustained argument and identifies supporting evidence
- listens to a short presentation or argument and responds by challenging or commenting on a point made
- gives considered reasons for opinions and listens to those of others
- attempts to persuade others in the class to a point of view or action, presenting a few reasons
- engages in discussions involving more than one point of view about characters and events.

Audience, Subject Matter

- seeks information from others on school excursions
- interviews a local community member
- recites a variety of poems in groups and individually
- participates in a class debate on a local issue
- takes part in a variety of team-speaking situations
- identifies the main idea and supporting details of a spoken text and summarises it for others
- explores ideas and topics in a group set up by teacher or peer
- engages in more extended, productive group discussion with greater student autonomy
- participates in a drama production
- rehearses and tells a story to peers or younger children using approaches designed to engage the listener
- records sound for multimedia texts, eg dialogue, instructions.

ESL Scales

Levels 7/8 Oral Interaction

Talking and Listening Outcomes and Indicators

EARLY STAGE 1

STAGE 1

Learning to Talk and Listen — Skills and Strategies

TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

Listening Skills

- demonstrates attentive listening
- listens while others present news and asks relevant questions
- listens and follows one-step instructions
- repeats sounds in words in correct sequence
- recognises and says words that rhyme.

Interaction Skills

- with encouragement, contributes to class discussions
- uses appropriate body language and gestures when interacting with others
- makes requests appropriately, eg asks to borrow a pencil
- provides verbal and nonverbal answers to simple questions
- uses relevant questions to ask for specific information
- seeks assistance in doing a task
- offers to assist someone else
- discusses shared experiences with teacher and peers
- talks and listens to others in small-group and whole-class discussions
- participates in partner and small-group activities
- follows agreed conventions for class discussions that are culturally appropriate
- uses appropriate word order when asking questions or making statements
- responds to simple questions.

Oral Presentation Skills

- uses different voice levels according to situation
- uses correct intonation when asking questions and making statements
- presents news items so they can be heard and understood
- uses appropriate body language, eg looking at audience, turning body to audience (if culturally appropriate)
- uses gesture and facial expression to convey interest.

ESL Scales

Levels 3/4 Oral Interaction

TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

Listening Skills

- is aware of how gesture and facial expression may show interest or lack of interest on the part of the listener in some cultures
- as a listener, usually maintains eye contact, if culturally appropriate, with speaker
- follows instructions on how to complete an activity.

Interaction Skills

- rephrases statements to increase their clarity
- expresses a personal point of view and listens to the viewpoint of others
- listens and contributes frequently to small-group interaction
- initiates topics in group discussion
- attempts to involve others in a discussion
- listens and contributes to class discussions on various topics
- uses turn-taking, questioning and other behaviours related to class discussions.

Oral Presentation Skills

- experiments with varying voice, tone, volume and pace to indicate emotions
- speaks clearly and conveys meaning to peers
- with prompting, varies rate and level of speech to aid listeners' understanding
- talks to whole class using a prop to guide talk, eg a picture of a farm, computer graphic
- as a speaker, makes eye contact, if culturally appropriate, with audience.

ESL Scales

Levels 4/5 Oral Interaction

STAGE 2

STAGE 3

Learning to Talk and Listen — Skills and Strategies

TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.

Listening Skills

- retells the gist of a conversation
- identifies specific information from a weather report
- recognises the purpose of different types of radio shows
- listens to spoken presentations and responds appropriately
- acts as reporter for group, summarising the main points of a discussion.

Interaction Skills

- uses correct word order when asking questions or making statements
- adjusts speech to suit familiar situations, eg gives instructions to younger child, uses aids when presenting an information report to enhance meaning for peers
- responds to different viewpoints in a discussion
- conducts a coherent telephone conversation with peers in different contexts for different purposes.

Oral Presentation Skills

- uses tone of speech appropriate to audience
- uses body language and gesture to enhance meaning
- uses pause and repetition for effect
- engages with the audience and uses appropriate body language when presenting
- plans spoken descriptions, recounts and information reports, identifying the main ideas or information to be presented
- may use notes as prompts when speaking
- recounts a recent experience onto a tape or video recorder to send to family members
- makes a 'poster presentation' or slide show using a prepared poster to guide talk
- performs, giving some consideration to use of voice and gesture, eg in poetry, drama, improvisation, Readers Theatre.

ESL Scales

Levels 5/6 Oral Interaction

TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

Listening Skills

- listens to oral presentation and summarises main points
- listens in group discussions and records key issues
- takes notes from a range of spoken texts, eg guest speaker, television program, video and CD-ROM.

Interaction Skills

- engages in informal and more formal conversation with a wide range of people
- clarifies comments made by others by using rephrasing
- makes a decision to work constructively with a peer to solve a problem
- uses a variety of ways to seek relevant information
- uses group interaction strategies to work collaboratively
- uses a range of strategies to participate cooperatively in small-group discussions, eg taking turns, asking questions to gain more information, adding to the group's ideas.

Oral Presentation Skills

- speaks with clarity and uses appropriate intonation, volume and pauses when presenting
- uses gesture, posture, facial expression, tone of voice, pace of speaking to engage the interest of an audience as culturally appropriate
- detects strategies that speakers use to influence an audience, eg emotive language, one-sided presentation of information, exaggerated claims
- prepares a spoken presentation considering the needs of a familiar audience such as predicting questions and planning answers, eg preparing a case for or against an argument
- rehearses and modifies a talk before presenting it to peers or the class, eg reorders ideas, changes concluding statements
- makes an oral presentation using technology.

ESL Scales

Levels 7/8 Oral Interaction

Talking and Listening Outcomes and Indicators

EARLY STAGE 1

STAGE 1

Learning About Talking and Listening — Context and Text

TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.

Purpose

- demonstrates recognition that there are different spoken texts, eg 'This is a conversation', 'This is our news'
- recognises different oral contexts such as morning news, assembly, group work, teacher talk
- talks about the different purposes of familiar spoken text, eg role-plays.

Audience

- talks about roles and relationships between peers
- talks about own role in small-group discussion
- greets people differently according to the relationship
- helps to formulate class rules.

Channel of Communication

- demonstrates recognition of different ways of using spoken language to communicate, eg face-to-face, over the telephone, radio, talking books.

Language Varieties

- makes connections between all methods of communication and school English, eg first or home language, sign language, body language
- changes manner of speech in role-play activities, eg when using puppets.

ESL Scales

Levels 3/4 Oral Interaction

TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.

Purpose

- recognises different oral text types such as conversation, telephone calls, radio advertisements
- compares ways in which speech varies in different situations, eg canteen, playground, classroom, home, cultures
- talks about the structure of some text types, eg simple procedure, spoken information report, personal recount
- retells a narrative, showing emerging awareness of structure.

Audience

- differentiates between playground language and classroom language
- talks about how to make positive statements
- talks about how to make negative statements that will not offend the listener
- uses a variety of greetings, introductions and farewells appropriate to the situation and cultural context
- role-plays the difference between interacting with a friend and with an unfamiliar adult.

Channel of Communication

- compares different ways of using spoken language to communicate.

Language Varieties

- demonstrates recognition that there are different languages in the world
- recognises different kinds of English: Australian, Aboriginal, British, American, Indian
- recognises diversity of English and its use in different communities.

ESL Scales

Levels 4/5 Oral Interaction

STAGE 2

STAGE 3

Learning About Talking and Listening — Context and Text

TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.

Purpose

- makes a list of the different purposes for using oral language during the day
- usually selects a suitable spoken text for purpose and audience and can explain the choice
- identifies the stages of casual conversation, eg greetings, discussion of general topics, discussion of more specific topics, farewells
- identifies the characteristics of an oral procedure, eg goal, materials, steps, use of detail, clear sequencing.

Audience

- discusses the effects different audiences can have on a speaker, eg compares telling the same story to a friend or to the school principal
- understands the differences between formal and informal language.

Channel of Communication

- distinguishes between dialogue and monologue.

Language Varieties

- identifies instances of 'school language' (Standard Australian English) and 'home language', eg a community language or dialect
- talks about the difference between standard and non-standard speech
- talks about some commonly used idioms, eg 'It's raining cats and dogs'
- talks about the use and purpose of nicknames.

ESL Scales

Levels 5/6 Oral Interaction

TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.

Purpose

- selects appropriate spoken text for any purpose encountered and justifies choice
- talks about how to make an appointment over the telephone.

Audience

- understands that the listener can influence the speaker, eg the listener can ask questions to clarify meaning
- outlines and performs the stages and different roles of each speaker in a formal debate
- discusses how 'peer group jargon' operates to create solidarity within or exclusion from a group.

Channel of Communication

- explains that spoken text does not need to be as explicit as written text because it can be changed when delivered to accommodate the audience
- recognises that written texts are read by people distant in time and space and therefore need to be able to 'stand on their own' in comparison to spoken language.

Language Varieties

- compares the language in a play from an earlier period with the language of today
- recognises that English is spoken in different ways in many parts of the world, eg England, America, Ireland, India
- traces the origin of a word
- relates expressions to history, culture, time, location
- researches changes in word usage and meaning over time.

ESL Scales

Levels 7/8 Oral Interaction

Talking and Listening Outcomes and Indicators

EARLY STAGE 1

STAGE 1

Learning About Talking and Listening — Language Structures and Features

TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Text Structure and Features

- talks about oral texts using words such as 'recount', 'nursery rhyme', 'beginning', 'middle', 'end', 'retell'
- is aware of the use of repetition
- is aware of the use of language features such as 'um' and 'ah'.

Text Structure and Features

- differentiates between the purposes of different radio programs, eg a talkback show and a football game
- talks about the sequence of ideas in speech
- talks about turn-taking in conversations
- explains the importance of an orientation stage in an oral recount
- uses 'um' and 'ah' for pause and emphasis.

Grammar

- uses terms such as 'question', 'statement' and 'command/request' appropriately
- talks about using 'and', 'then', 'but' to link ideas in speech
- attempts to match noun to pronoun, eg 'My brother has a pet. He feeds his pet.'

Grammar

- talks about using verbs in procedures, eg the action words that tell what to do
- talks about using describing words (adjectives) in descriptions
- plans temporal sequence in spoken recounts, eg 'first', 'next', 'finally', 'then'.

Expression

- talks about need to change tone and language in role-play and puppet activities
- practises clear articulation before taking part in recitation or role-play activities.

Expression

- plans delivery of presentations and role-plays.

ESL Scales

Levels 3/4 Oral Interaction

ESL Scales

Levels 4/5 Oral Interaction

STAGE 2

STAGE 3

Learning About Talking and Listening — Language Structures and Features

TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Text Structures and Features

- talks about the way context changes the language of a spoken text, eg compares the explicitness of telephone conversations with face-to-face discussion
- recognises the main organisational structures of spoken text types studied, eg recount, information report, procedure, discussion and narrative
- identifies the stages of casual conversation, ie greetings, discussion of general topics such as health and weather, discussion of more specific topics, farewells
- discusses how to make an appointment over the telephone
- identifies the characteristics of an oral procedure, ie goal, materials, steps, use of detail, clear sequencing
- discusses the different features of spoken texts, eg considers how the setting in storytelling and the beginning of an interview give the listener necessary information in introducing the text.

Grammar

- talks about common grammatical structures, eg subject–verb agreement, noun–pronoun agreement in spoken language.

Expression

- talks about expressive features related to spoken language such as gesture, facial expression as well as voice quality, tone, volume and clarity.

ESL Scales

Levels 5/6 Oral Interaction

TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Text Structures and Features

- talks about the stages of a telephone conversation, eg initiating and closing the conversation
- outlines the stages of a formal debate, with the different roles of each speaker
- prepares a mock television news program
- evaluates the effectiveness of features such as the use of 'well', 'anyhow', 'now' to stage spoken texts
- talks about the use of pause and repetition for effect in spoken texts
- recognises the main organisational structures of spoken text types studied, eg exposition, explanation
- talks about appropriateness of spoken language features in spontaneous, planned and rehearsed situations.

Grammar

- discusses the nature of colloquial language and situations in which it may be considered suitable or unsuitable
- considers the needs of a familiar audience in preparation of a spoken presentation, eg predicting likely questions and preparing answers.

Expression

- understands that body language varies according to sociocultural context, eg acceptable distance from others and eye contact vary according to cultural factors
- observes and discusses the way voice and body language affect audiences and can be used to enhance meaning and influence interpretation
- explores the relationship between intonation and punctuation
- explores the relationship between intonation, emphasis and meaning
- evaluates own oral presentation in terms of such features as tone, volume, intonation, body language
- evaluates speech, taking into account presentation, content and situation.

ESL Scales

Levels 7/8 Oral Interaction

Reading Outcomes and Indicators

EARLY STAGE 1

Learning to Read — Reading and Viewing Texts

RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

Shared, Guided and Independent Reading

- recognises that words on a page have a meaning and can be read aloud
- assumes teacher's role in a shared book session by pointing to and reading text of a familiar big book largely from memory
- spends time looking at a book (print and electronic)
- recognises own name in print
- interprets pictorial procedures
- recognises computer icons
- reads labels accompanying pictures
- recognises and interprets print in the environment
- recognises words during shared reading of literary and factual texts
- joins in shared stories, poems, rhymes and chants with recurring language patterns
- participates in the shared and guided reading of visual and written texts
- contributes to shared reading of letters from e-mail peers/buddies
- uses illustrations to assist reading
- constructs meaning from visual texts with familiar content
- reads a variety of texts matched to their instructional level
- talks about the meanings found in still and moving images, eg illustrations, videos, talking books, CD-ROMs
- selects and rereads familiar texts independently
- relates personal experiences to texts.

Responding to Texts

- reads own written texts, eg observations, short recounts of shared experience
- enjoys shared stories
- asks for books or other written material to be read for enjoyment or to find information
- uses drawings to construct meaning from descriptions in written texts.

Subject Matter

- talks about the information found in factual texts
- joins in shared book activities on familiar and imaginary topics
- selects books on a range of topics from class library.

ESL Scales: To achieve this outcome, students learning English as their second language will need to be developing English skills described at Levels Beginning 2/3 in the Reading and Responding strand of the ESL Scales.

Note: Teachers need to be aware that many speakers of Aboriginal English are expected to learn to read in the unfamiliar dialect of Standard Australian English. For more information, see English K-6 Modules.

STAGE 1

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

Shared, Guided and Independent Reading

- participates in the reading of poems, eg repetitive rhymes, chants
- enjoys a variety of TV programs, children's videos and electronic storybooks (CD-ROMs)
- selects own books or software to read from class, school or personal library
- interprets story illustrations and simple diagrams
- draws on own knowledge to interpret characters and events in literary texts related to personal experience
- speculates on the behaviour of characters in stories and discusses own behaviour in similar situations
- participates in class/group brainstorming activities to cluster and categorise ideas and facts following the reading of texts
- uses a number of sources for information, including pictures, posters, CD-ROMs, signs, labels, books
- makes connections between own knowledge and experience and information in texts
- identifies and discusses information found in print media advertising
- reads a variety of literary and factual texts
- reads independently for longer periods of time.

Responding to Texts

- reads own peers' texts
- reads descriptions of familiar people, places and animals
- understands short, basic written procedures
- makes sense of brief explanations in diagrammatic form
- follows simple written instructions, eg instructions for using the classroom computer, a short recipe
- follows computer interactive directions
- finds specific information in factual texts including CD-ROMs
- comprehends simple expressions of point of view
- assesses role of visual images accompanying written text, eg in providing additional information or introducing new information.

Subject Matter

- begins to read texts about less familiar topics.

ESL Scales: Levels 2/3 Reading and Responding

STAGE 2

STAGE 3

Learning to Read — Reading and Viewing Texts

RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.

Shared, Guided and Independent Reading

- contributes to a class summary after reading or viewing
- makes some inferences about ideas implicit in a text
- refers to the author and illustrator of a book or software title, commenting on other texts produced by them
- predicts and lists a range of print and nonprint resources for answering focus questions, eg Internet, literary and factual films, photographs, charts, people
- shows empathy with characters in literary texts
- interprets basic maps, charts, diagrams, graphs, photographs, other still and moving graphics
- uses e-mail to request and receive information
- joins in reading a greater range of simple poems
- engages with children's TV documentaries and news shows
- enjoys videos of stories or plays
- obtains information from selected Internet/computer sites and other computer graphics and texts.

Responding to Texts

- reads more complex recounts, eg biography of a famous person
- relates the story of a picture book, providing some supporting detail from the text
- identifies elements such as main characters, setting and events in a variety of literary texts
- follows written procedures
- interprets and follows short printed instructions or directions such as those in recipes, maps, board games, safety guidelines, computer adventure games
- finds information for specific purposes in factual texts
- obtains information from databases
- understands simple sequential explanations
- reacts to texts that express a point of view, using supporting arguments
- retells and discusses interpretation of texts read or viewed, with attention to main ideas and supporting details in factual texts.

Subject Matter

- selects print and nonprint material on an increasing range of topics from school and community libraries, the Internet.

RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.

Shared, Guided and Independent Reading

- reads extended novels and informational texts for personal enjoyment, interest and research
- interprets a variety of literary and factual texts
- comprehends and interprets a wide variety of television programs, videos, multimedia and performances
- interprets more complex maps, charts, diagrams, graphs, photographs and other still and moving graphics
- accesses and interprets a wider range of Internet/computer texts and graphics
- uses e-mail and Internet sources to request and receive information.

Responding to Texts

- enjoys more lengthy and challenging stories and poems
- reads longer, more involved recounts, eg historical, empathetic
- reads reviews of children's literary works
- follows more complex procedures
- can compare difference between a set of instructions and a set of rules
- understands more complex information reports
- uses multiple pathways to read electronic texts
- understands causal explanations
- evaluates sustained arguments with evidence of various types
- identifies and interprets ideas, themes and issues in literary texts.

Subject Matter

- reads texts demanding a degree of technicality and abstraction.

Reading Outcomes and Indicators

EARLY STAGE 1

Learning to Read — Skills and Strategies

RES1.6 Demonstrates developing reading skills and strategies for reading books, dealing with print and comprehending texts.

Contextual and Semantic Information

- demonstrates awareness that print is an expression of meaning
- recognises that a series of words makes up a text
- expects text to make sense and can recall the sense of a text
- uses the illustration on the cover of the book to make predictions about what the story is going to be about when reading
- uses picture clues to predict a text's content and makes connections between illustrations and written text when reading
- consistently interprets some familiar written symbols in context, eg logos, computer icons and commands, labels on packages, signs
- makes acceptable substitutions when reading simple literary and factual texts.

Grammatical Information

- identifies words that tell who or what in texts, eg nouns and noun groups, during shared or guided reading
- identifies words that are verbs during shared or guided reading
- identifies words that indicate when and where actions take place in shared or guided reading
- uses knowledge of grammatical structure of language to assist reading
- identifies repetition of words in texts.

Graphological and Phonological Information

- distinguishes print from drawings
- shows an awareness of the horizontal nature of print in English and left to right direction
- recognises and supplies rhymes
- recognises spoken words with same sound or given sound
- recognises that words are made up of letters
- hears and articulates sound segments in words
- identifies some letters or sounds beyond those in own name
- recognises most sounds of the alphabet
- hears a sequence of sounds and blends single sounds in vowel-consonant (vc), consonant-vowel (cv) and consonant-vowel-consonant (cvc) words
- segments words into onset and rime (eg 'strip' – 'str' and 'ip'), syllables etc
- recognises sight words in printed texts
- identifies full stops and capital letters in printed texts.

Information Skills

- knows basic book conventions, ie can open book and hold book in correct way to look at pictures, can turn pages in correct order
- begins reading at the front of books
- recognises and recalls parts of texts that have been read to them
- retells information gained from texts
- talks about familiar written and visual texts
- navigates through sections of computer software.

ESL Scales: Beginning Levels 2/3 Reading and Responding

STAGE 1

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

Contextual and Semantic Information

- predicts what a text is about from its cover and title
- interprets pictorial procedures, eg simple instructions
- attempts to self-correct when meaning is disrupted while reading, eg pauses or repeats words or phrases to maintain meaning or attends closely to print
- maintains continuity in understanding when meaning is disrupted
- reads a variety of more complex literary and factual texts
- uses a number of sources for information, including software, pictures, posters, signs, labels, books.

Grammatical Information

- identifies a clause in printed texts
- identifies a sentence in printed texts
- identifies words in texts which have similar meaning
- recognises nouns and noun groups and pronouns in printed texts
- identifies noun-pronoun, subject-verb links in written texts
- identifies words that indicate where, why, when and how actions take place
- identifies conjunctions in printed texts.

Graphological and Phonological Information

- recognises upper-case letters
- automatically recognises irregular words such as 'come', 'are', 'laugh'
- exchanges sounds-letters to make a new word
- blends words ending and beginning with double consonants and consonant digraphs to work out unknown words
- blends long vowel sounds with consonants and consonant blends
- blends cvvc words, words with vowel digraphs (eg 'rain – train'), double vowel sounds (eg 'ee') and other common digraphs (eg 'ar', 'ay')
- draws on knowledge of letter-sound relationships when trying to read unknown words, eg sounds out, attempts to break words into syllables
- responds to punctuation when reading aloud, eg full stop, question mark, comma, exclamation mark, contractions.

Information Skills

- uses different parts of a text to access information, eg title page, contents page, glossary, menu
- selects reading material for a specific purpose
- begins to use a dictionary
- locates information from a variety of texts.

ESL Scales: Levels 2/3 Reading and Responding

STAGE 2

Learning to Read — Skills and Strategies

RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.

Contextual and Semantic Information

- uses a range of automatic monitoring and self-correcting methods when reading, eg rereading, reading on, pausing, subvocalising
- draws on experience or knowledge of the topic or context to work out the meaning of unknown words
- skims a text for overall message using headings, subheadings, layout, graphics
- relates information in text to accompanying graphics
- uses strategies to confirm predictions and to locate information (eg key words, headings, subheadings)
- reads texts aloud, using appropriate stress, pause and intonation.

Grammatical Information

- identifies adjectives and how they are used to provide information about nouns
- identifies words that indicate possibility, probability
- identifies relationships in written sentences signalled by conjunctions and/or connectives
- identifies evaluative language in literary and factual texts.

Graphological and Phonological Information

- uses word-identification strategies
- reads two- and three-syllable words and contractions
- makes substitutions or omissions that maintain meaning when reading
- reads aloud using appropriate pitch, pause, emphasis and intonation.

Information Skills

- uses knowledge of alphabetical order, first and subsequent letters of a word to locate information in dictionaries, encyclopedias and glossaries
- uses the table of contents, menu, index, page numbers, headings, captions and key words to find information
- makes brief notes of information relevant to the topic, recording resources used
- locates and sorts information on a topic from a variety of sources
- locates information from sources such as books, pictures, bookmarked sections of the Internet, databases, CD-ROMs and media texts
- makes judgements about the appropriateness of information.

ESL Scales: Levels 4/5 Reading and Responding

STAGE 3

RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

Contextual and Semantic Information

- attempts several strategies when reading difficult texts, eg rereading or reviewing parts of the text, making notes about key features
- uses knowledge about texts to predict the kinds of words likely to be included
- draws on knowledge of word origins and word-building strategies to work out new words
- uses several strategies for finding information in texts, eg skimming for gist, scanning for specific information, index, glossary
- adjusts reading strategies for different texts and different purposes, eg scans information books for selected topics, looks for keys or symbols when reading a diagram, examines pictures and text when reading picture books.

Grammatical Information

- identifies reference links
- identifies word chains, synonyms, antonyms
- identifies adverbial phrases and adjectival phrases
- identifies words that may help readers to distinguish fact from opinion.

Graphological and Phonological Information

- uses a range of word-identification strategies to decode words in a text
- understands and uses various text layouts to access information
- uses appropriate speech patterns selectively, eg pause, pitch and emphasis.

Information Skills

- knows how to use a thesaurus effectively
- identifies and locates resources, eg through subject/key word/author/title searches, consulting encyclopedias, atlases, yearbooks, databases, CD-ROMs, pamphlets and newspapers, Internet
- identifies a research topic and selects relevant and accurate information
- identifies relevant and valid resources for research
- summarises key information.

ESL Scales: Levels 6/7 Reading and Responding

Reading Outcomes and Indicators

EARLY STAGE 1

Learning About Reading — Context and Text

RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

Purpose

- asks for books and other reading material to be read for particular purposes
- identifies literary texts
- identifies factual texts
- identifies some purposes of simple literary and factual texts.

Audience

- talks about who might read a particular book or text and gives reasons why.

Subject Matter

- knows that the cover of a book usually indicates what the book is about
- links different kinds of reading material and reading contexts to different topics
- identifies subject matter of pictures in books, magazines, electronic books, CD-ROMs, television and video.

Responding to Texts

- names favourite characters in written and visual texts
- describes and gives opinion of characters in a variety of literary texts, both written and visual
- interprets pictures with labels, environmental print and logos, advertising
- talks about interpretation of visual images
- names favourite books
- names favourite authors and illustrators
- begins to recognise points of view in texts read or viewed.

ESL Scales: Beginning Levels 2/3 Reading and Responding

STAGE 1

RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

Purpose

- selects texts that tell stories, texts that have information, texts that tell how to do things and texts that persuade
- describes the purpose of organisational stages in familiar texts, eg procedures, recounts
- identifies the different parts of a publication and talks about their use, eg title page, contents page, glossary, index, menu
- indicates some of the differences between text types.

Audience

- predicts from the cover and title the target audience of a text.

Subject Matter

- talks about the topic of a text based on its title and illustrations
- selects texts related to a topic.

Responding to Texts

- predicts from the cover whether they will enjoy the text or find it useful
- begins to recognise how texts are created for different audiences
- retells and comments on incidents from a children's story book or short children's film, with attention to plot elements such as setting, character, conflict and resolution
- retells ideas from a factual text for beginning readers
- makes inferences and expresses an opinion about a character's actions, qualities, characteristics and motives in texts read or viewed and speculates on own behaviour in a similar situation
- talks about own interpretation of information provided in images, print media, advertising.

ESL Scales: Levels 2/3 Reading and Responding

STAGE 2

Learning About Reading — Context and Text

RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.

Purpose

- recognises and describes the purpose of a narrative, recount, procedure, information report
- compares the way texts are organised into stages to achieve different purposes
- recognises how different literary texts are organised according to their purpose
- identifies in stories main elements of structure such as orientation, complication and resolution
- recognises how different factual texts are organised according to their purpose.

Audience

- recognises different styles of favourite authors
- distinguishes between fact and opinion
- identifies writer's intended audience.

Subject Matter

- selects texts relevant to topic under discussion.

Responding to Texts

- talks about different interpretations of written and visual texts
- recognises recurring character types and their traits
- discusses the ways different groups of people are represented in texts
- identifies simple symbolic meanings and stereotypes in texts and discusses their purpose and meaning
- identifies symbolic use of music, sound effects and voice style
- makes general statements about how visual texts such as diagrams, tables and illustrations enhance or detract from meaning
- offers an opinion about a story or aspects of it
- makes comparisons and identifies differences between text produced in different media
- identifies writer's viewpoint.

ESL Scales: Levels 4/5 Reading and Responding

STAGE 3

RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

Purpose

- identifies typical structures used in different text types, such as narrative and exposition
- recognises and discusses the purpose of organisational stages of different types of text
- explains how the structure of a text is related to its purpose.

Audience

- recognises reader response expected by the author
- explains the ways in which a text could be changed to appeal to different audiences
- recognises that people with special interests and expectations are the target audience for particular texts and that design and advertising as well as content reflect this.

Subject Matter

- reads widely to satisfy a variety of interests
- surveys and contrasts different accounts of the same event or topic, eg different newspapers, television news etc.

Responding to Texts

- recognises that texts could have been written or produced differently
- identifies how camera angle, viewer position, colour, size and shading in a visual text construct meaning
- discusses how people from different sociocultural or minority groups or people in particular roles are represented in texts and whether these representations are accurate, fair, stereotypical
- discusses how information on a local issue or newsworthy event is presented in articles from a magazine or newspaper, in television news broadcasts or on the Internet
- considers how change to aspects of a text can alter people's interpretation of meaning, such as reversing the roles of males and females in a novel, poem or play
- reports on different interpretations of a text after a group discussion or interviewing
- justifies own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience
- justifies opinions about the motives and feelings of characters in literary texts
- explains/discusses possible reasons for people's varying interpretations of and reactions to a text
- considers events in a text from each character's point of view
- recognises opportunities and constraints attached to methods of constructing electronic texts.

ESL Scales: Levels 6/7 Reading and Responding

Reading Outcomes and Indicators

EARLY STAGE 1

STAGE 1

Learning About Reading — Language Structures and Features

RES1.8 Identifies some basic language structures and features of texts.

RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Text Structure

- recognises the beginning and end of texts read, viewed or heard
- identifies the beginning and end of a television program by the theme music, sound effects, titles, graphics
- recognises a procedure and can describe the main stages
- recognises the stages in a simple recount
- recognises speech marks and speech bubbles.

Grammar

- identifies sentences in a literary or factual text
- identifies the fact that stories are about 'characters' that are represented by nouns/noun groups
- identifies the fact that factual texts are about 'things' that are represented by different kinds of nouns/noun groups
- identifies statements, questions, commands and exclamations and their functions in text types
- identifies when, where and how words that add information about actions in texts
- identifies words that name people, places, things in texts
- identifies different joining words in sentences in texts, eg and, but
- identifies patterns of repetition and discusses the effect of repetition in texts.

Text Language

- recognises letters of the alphabet
- names most of the letters of the alphabet consistently
- demonstrates emerging awareness of symbols and conventions when making meaning from texts
- identifies and names capital letters and full stops
- uses words such as 'letter', 'sound', 'printing', 'drawing', 'word', 'label', 'sentence'
- recognises conventions in the use of icons and written text in computer software.

ESL Scales: Beginning Levels 2/3 Reading and Responding

Text Structure

- talks about different types of simple stories
- identifies commands in a procedural text
- recognises an information report and can discuss how the information is organised into sections/paragraphs
- talks about the use of reported and quoted speech.

Grammar

- identifies doing, thinking, feeling and saying verbs in a narrative
- identifies repeated words or synonyms and antonyms as ways in which topics are developed in information texts
- identifies conjunctions, eg and, but, so, and understands that they join clauses in sentences
- identifies noun groups in texts, eg 'the sunny day', and discusses the effect of their use in comparison to using a noun only
- identifies adverbial phrases that tell us more about the action in terms of where, when, why, how, and discusses the effect of this use in texts
- identifies words that name people, places and things and knows these are called nouns
- identifies action words and knows that these are called verbs
- identifies adjectives and understands that their function is to describe (in terms of size, colour, shape and other qualities)
- identifies pronouns and understands that they are used instead of a noun, and understands the purpose of personal and possessive pronouns.

Text Language

- identifies and names commas, quotation marks, question marks, exclamation marks
- understands and uses words such as 'literary text', 'factual text', 'poem', 'illustration', 'diagram'
- uses appropriate terminology to discuss computer texts, eg space, full stop, letter, upper and lower case, bold, italics.

ESL Scales: Levels 2/3 Reading and Responding

STAGE 2

STAGE 3

Learning About Reading — Language Structures and Features

RS2.8 Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.

Text Structure

- recognises the structure of a range of more complex text types
- recognises cohesive links in a text, eg referring words/pronouns.

Grammar

- recognises the subject of a clause or simple sentence and the verb to which it is connected
- identifies the use of modality in persuasive writing
- identifies word families in texts and discusses how they build up topic information
- identifies quoted and reported speech in literary texts and discusses the different effects of their use
- identifies clause structure in terms of subject, verb and object
- understands that subject–verb agreement in terms of person and number is essential for accurate sentence structure, eg ‘The boy ran’, ‘The girls laughed’
- identifies additional elements in noun groups, eg article (‘the’), numbering adjective (‘three’), describing adjective (‘beautiful’), and talks about how to build a noun group
- identifies evaluative language in texts and discusses the effects of such language
- identifies base words and explains how prefixes and suffixes change words and their meanings.

Text Language

- can talk about rhyme, syllables, rhythm when discussing a poem
- talks about the characteristics of different types of poems, eg haiku, cinquain
- discusses the use of the colon, semicolon, dash
- identifies types of visual information, eg map, chart, table, animation
- identifies conventions of electronic texts, eg hyperlinking
- uses appropriate terminology to discuss computer texts.

ESL Scales: Levels 4/5 Reading and Responding

RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers’ and viewers’ understanding of texts.

Text Structure

- identifies the structure of a persuasive text and features such as modal words and connectives
- identifies different types of information report, eg historical, scientific
- discusses the structure and features of a book review and how these influence a reader
- discusses the structures and features of texts such as a biography (eg stages, evaluative language) or ballad (eg stanza, figurative language)
- recognises mixed text types with more than one purpose
- identifies examples of different text types within one text.

Grammar

- identifies relationships between words in a text, eg word chains involving synonyms, antonyms, repetition
- identifies how noun groups are a useful resource for condensing information about people, places, things and ideas
- explains the reasons for the use of passive voice in information reports and explanations
- identifies subjects, verbs and objects in different text types
- explains the use of tenses in different text types, eg past tenses in recount and narrative, present tenses in information reports
- reflects on how writers use modality to create a sense of either definiteness or tentativeness
- identifies and distinguishes word chains in texts and discusses how they build information
- identifies abstract nouns in texts and discusses their effect
- identifies relative pronouns
- identifies figurative language such as simile, metaphor, idiom and personification in texts and discusses the effect.

Text Language

- discusses features of scripted plays, eg acts, scenes, stage directions
- discusses how certain literary devices are used in poems, eg simile, metaphor, alliteration, assonance
- compares conventional structures used in print and electronic texts.

ESL Scales: Levels 6/7 Reading and Responding

Writing Outcomes and Indicators

EARLY STAGE 1

Learning to Write — Producing Texts

WES1.9 Engages in writing texts with the intention of conveying an idea or message.

Joint and Independent Writing

- writes a text using random marks and scribble, ie engages in writing-like behaviour
- uses symbols in writing that may be unconventional
- experiments with and practises ways of representing ideas and information using written and visual symbols
- dictates a range of text types for adults to write, eg observations, descriptions, opinions, recounts, narratives, procedures
- writes a few recognisable letters
- groups letters into words
- traces own name
- writes own name
- copies print from models
- uses charts and other classroom resources as models for own writing
- writes some common words accurately without copying
- does drawings with labels
- uses some known words when writing sentences
- assists other children to locate print from models in classroom to use in writing
- uses programmable keyboard to create simple text
- writes short personal recounts
- contributes to joint construction of texts
- writes single-sentence observations and descriptions
- creates a sequence of visual images to illustrate a procedure.

Audience

- writes spontaneously for self and/or an audience.

Subject Matter

- chooses words to label drawings
- draws on personal experience and imaginary topics in writing activities.

Channel of Communication

- recognises the fact that texts can be produced using a range of media
- uses visuals to communicate ideas
- uses drawing software to create pictures for scribed texts
- creates pictures using a drawing program, writes own text or has it scribed
- contributes to jointly constructed class e-mail messages.

ESL Scales: To achieve this outcome, students learning English as their second language will need to be developing English skills described at Levels Beginning 2/3 in the Writing strand of the ESL Scales.

Note: Accept Aboriginal English as dictated or written by the students. Value it and use it as a basis to develop students' writing in Standard Australian English. For more information see English K-6 Modules.

STAGE 1

WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

Joint and Independent Writing

- writes a simple statement or short text for different purposes
- combines ideas in writing
- uses a framework to make notes, eg matrix, flowchart, semantic map
- reads own writing aloud and makes some corrections to clarify meaning
- writes elementary descriptions of familiar people and things
- writes short recounts of personal experience
- writes elementary literary texts
- writes basic procedures
- outlines components of something as a first step in writing an explanation of how something works
- writes elementary descriptive information reports
- writes basic explanations
- expresses an opinion in writing
- writes notes from texts
- contributes to joint construction of texts
- uses word processors to create texts.

Audience

- reads own writing to the teacher or a peer
- reads own writing to a variety of audiences and responds to questions seeking elaboration and clarification.

Subject Matter

- chooses appropriate words to label things such as drawings and objects
- begins to explore less familiar topics as a basis for writing activities
- uses heading to indicate the topic of text.

Channel of Communication

- uses drawings to accompany texts where relevant.

ESL Scales: Levels 2/3 Writing

STAGE 2

Learning to Write — Producing Texts

WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

Joint and Independent Writing

- uses other texts as models for aspects of writing such as text organisation, grouping of information under headings
- identifies key words and phrases
- uses some effective planning strategies
- demonstrates self-editing skills
- understands and creates notes for relevant writing purposes
- shows evidence of careful revision, editing and proofreading in final draft
- uses computers to draft and edit writing
- contributes to joint text-construction activities
- writes a wider range of text types
- structures text types in appropriate stages
- writes fuller descriptions of people, animals, objects, places
- writes more involved recounts
- writes longer, more complex procedures
- writes more extended descriptions of each feature in an information report
- writes information reports that include information about different parts of things and their components
- writes a range of literary texts
- writes simple poems
- writes simple sequential explanations
- writes simple responses to short stories, television programs
- expresses a point of view in writing with some supporting arguments
- writes questions and sends them by e-mail to an identified expert on a topic of interest
- creates simple hyperlinked text, eg HyperCard stack.

Audience

- writes for a chosen audience
- chooses when to write subjectively or objectively.

Subject Matter

- demonstrates understanding of a range of topics
- selects relevant information to use in own writing
- researches specific topics to write about
- writes on both familiar and researched topics.

Channel of Communication

- uses illustrations and diagrams where relevant
- chooses the medium for writing, eg by hand or by computer
- uses longer noun groups characteristic of the written mode
- writes letters to family and friends.

ESL Scales: Levels 4/5 Writing

STAGE 3

WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

Joint and Independent Writing

- when necessary, records information from a variety of sources before writing
- rereads work during writing to maintain sequence and check meaning, changing words and phrases or checking for errors
- uses a variety of drafting techniques
- uses a checklist to guide proofreading of own and others' completed texts
- plans writing through discussion with others and by making notes, lists or drawing diagrams
- writes paragraphs that contain a main idea and elaboration of the main idea
- contributes to joint text construction activities
- organises written text to suit a multimedia product
- writes detailed descriptions
- writes researched recounts
- writes more detailed procedures
- writes more detailed reports with increased technicality
- writes more involved literary texts
- produces a range of short poems
- provides a causal explanation
- writes sustained arguments and discussions supported by evidence
- composes basic reviews of TV programs, movies, children's novels, performances
- writes personal responses to artworks and performances
- constructs text in a range of media, eg video, multimedia, audio.

Audience

- redrafts the same text for different audience
- relates to audience using humour
- uses topic sentences to guide readers.

Subject Matter

- writes about more complex and detailed subject matter
- writes texts that include technical and abstract vocabulary
- undertakes research to extend knowledge of subject matter.

Channel of Communication

- discusses the similarities and differences between spoken and written language
- works with different text types using different channels of communication, eg poetry, dramatic performance
- writes letters to more distant contacts
- uses diagrams, charts, maps, graphs, illustrations relevant to text.

ESL Scales: Levels 6/7 Writing

Writing Outcomes and Indicators

EARLY STAGE 1

Learning to Write — Skills and Strategies

WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

Grammar and Punctuation

- writes a simple sentence (ie a single clause), eg 'I made a cake'
- usually uses accurate word order in sentences
- copies grammatical patterns modelled by teacher
- usually uses past tense in recounts
- uses joining words to combine groups of words in a sentence
- uses adverbial phrases to indicate when, where, how actions occurred, eg last week, at home, on Sunday, today
- begins to use capital letters at the beginning of sentences
- begins to use full stops at the end of sentences
- uses statements and questions appropriately in writing.

STAGE 1

WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.

Grammar and Punctuation

- uses adjectives to provide more information about nouns
- uses pronoun references accurately
- uses different types of verbs (action, thinking, seeing, feeling) in own writing
- uses past tense relatively consistently in literary texts
- uses relating verbs to describe and classify in information reports
- uses most common punctuation marks, eg spaces between words, lower-case and capital letters, full stops
- uses creative word play in the writing of literary texts
- uses synonyms in own writing and discusses differences in meaning, eg hurried, raced, rushed
- usually uses capital letters at the beginning of sentences
- usually uses full stops at the end of sentences
- experiments with other punctuation marks, eg commas, quotation marks, question marks.

STAGE 2

STAGE 3

Learning to Write — Skills and Strategies

WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.

Grammar and Punctuation

- builds word families in preparation for writing
- identifies nouns, verbs, adjectives and adverbs in own writing and how these add to the meaning of the text
- uses accurate tense and number in verb groups, eg *they come, she comes*
- uses present tense in factual texts such as information reports and procedures
- uses past tense in recounts and narratives
- combines clauses by using a variety of conjunctions, eg *when, because*
- uses a variety of time connectives in recounts and narratives
- uses conjunctions to construct cause–effect relationships, eg *so, if, but, because*
- uses modal verbs and adverbs in text types to indicate shades of meaning, eg *possibility, probability, obligation*
- identifies theme and beginning focus of clause and discusses how choice of theme affects meaning
- uses correct punctuation in published version of own writing, eg capital letters, full stops, question marks and commas
- uses apostrophes for contractions in written dialogue.

ESL Scales: Levels 4/5 Writing

WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing.

Grammar and Punctuation

- prepares banks of words for a particular purpose, eg word chains, word sets
- uses a thesaurus to find synonyms when writing
- uses different types of verbs, eg *action, thinking, seeing, feeling, relating*
- uses a variety of conjunctions and connectives to connect groups of words and clauses
- uses cause–effect relationships
- uses abstract nouns related to topic
- uses a range of types of adjectives and discusses the effect of adjective choices in own writing
- investigates the origins of technical terms used in own writing
- uses figurative language appropriately in text types
- uses correct punctuation when publishing, eg commas, apostrophes, exclamation marks
- identifies and corrects such things as spelling errors, incomplete sentences or missing punctuation in own writing.

ESL Scales: Levels 6/7 Writing

Writing Outcomes and Indicators

EARLY STAGE 1

Learning to Write — Skills and Strategies

WES1.11 Begins to use letters to represent known words when spelling.

Spelling

- says beginning and ending sounds of spoken words, eg 'sit' ends with 't'
- uses groups of letters or symbols to represent words
- uses approximations and some conventional spelling
- vocalises words when trying to write them
- attempts to spell by listening carefully to the sounds in the word and trying to write them accurately and in sequence
- spells some common words accurately in own writing, eg own name, friends' names, family names
- copies the sequence of letters from models of high frequency, topic and personal words
- says and writes beginning and ending sounds of spoken words
- writes cv, vc and cvc words that contain known letter-sound relationships.

STAGE 1

WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

Spelling

- segments word into individual sounds and forms letter that relates to the sound
- isolates and writes the initial, medial and final sound of a word
- exchanges one letter in a written word with a different letter to make a new word
- builds word families
- writes words using blends, letter combinations and long vowel sounds
- spells words using letter names
- writes letters for double consonants, as in hopping
- writes letters for double vowels, as in seed, dead
- draws on knowledge of sight words and high frequency words when writing a text, eg is, are, the, they, she, he, my, school, home
- draws on knowledge of common letter patterns and letter-sound correspondences when writing a text
- reads own writing aloud and makes some corrections to clarify meaning.

STAGE 2

Learning to Write — Skills and Strategies

WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

Spelling

- spells high frequency words correctly in own writing
- uses known letter patterns when attempting to spell unknown words
- writes words containing less common digraphs and letter combinations
- uses knowledge of familiar letter patterns when attempting to spell unknown words
- identifies possible spelling errors in own writing, eg by circling or underlining doubtful words
- discusses strategies used for spelling difficult words
- deletes or adds words, adds information and rereads work to clarify meaning
- self-corrects words that do not look right
- uses spell check as one strategy for checking spelling.

STAGE 3

WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

Spelling

- spells needed words correctly with effective strategies for attempting and checking unknown words
- uses knowledge of word meanings as a spelling strategy
- consistently makes informed attempts at spelling using a multistrategy approach
- uses knowledge of word parts, eg prefixes, suffixes, compound words, to spell unknown words
- uses knowledge of base words to construct new words
- uses visual and phonological strategies such as recognition of common letter patterns and critical features of words
- checks own attempts using a dictionary or spell check
- recognises most misspelt words in own writing and uses a variety of resources for correction
- uses a thesaurus to find synonyms when writing
- demonstrates an awareness of the limitations of spell check features in word processing programs.

Writing Outcomes and Indicators

EARLY STAGE 1

Learning to Write — Skills and Strategies

WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

Handwriting

- produces standard handwriting movements and patterns
- concentrates on lower-case and some upper-case letters
- holds writing implements in a way that allows them to make marks on the page
- tries to employ correct pencil grip
- maintains correct body position for writing
- starts at the top of every upper-case letter, lower-case letter and number, except 'd' and 'e' (which start in the middle) and knows that no letter starts from the bottom
- holds writing implement with only thumb, index and middle fingers
- recognises the same letter in both lower and upper case.

Using Computers

- experiments with using the computer mouse and keyboard and other specialised equipment
- produces own name
- produces some letters other than those in own name
- produces commonly used words
- moves the cursor using the mouse and keyboard and other specialised equipment
- associates the pressing of a key with the appearance of a character on the screen
- turns the computer on and off
- identifies the cursor on the screen
- recognises letters on the keyboard
- uses computer software programs to create texts
- types simple sentences.

STAGE 1

WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Handwriting

- uses correct pencil grip and maintains correct body position
- forms most letters of the alphabet correctly and appropriately
- tries to write clearly in straight lines, from left to right, using letters of uniform size, shape, slope and spacing
- uses lower- and upper-case letters of consistent size and formation in NSW Foundation Style
- writes letters in proportion to each other
- uses finger movements to control the pencil while sliding forearm across the page.

Using Computers

- experiments with computer functions
- uses functions when editing
- accurately uses words associated with computers, eg keyboard, screen, cursor, mouse, disk, space bar
- enlarges and changes text font
- produces a card or invitation using both graphics and written text
- types sentence/s without assistance
- recognises letters on the keyboard
- uses computer software to create texts
- inserts and ejects a disk
- recognises simple conventions, eg space bar for spaces, shift and caps lock for upper-case letters, tab
- uses computer terminology, eg save, delete, open, exit, print, hard disk, floppy disk, menu, save as, command, caps lock.

STAGE 2

Learning to Write — Skills and Strategies

WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.

Handwriting

- uses correct pencil grip and maintains correct body position
- uses relaxed posture and maintains finger movements and arm slide during cursive script patterns
- joins letters when writing texts using NSW Foundation Style
- writes using consistent shape, size, slope and formation in NSW Foundation Style.

Using Computers

- selects and inserts graphics or illustrations to enhance text meaning
- locates and uses spell check
- changes appearance of text according to purpose
- carries out basic functions, eg drafts, redrafts, prints, saves to correct place and retrieves a text
- saves texts at regular intervals
- edits spelling and sentence structure
- uses word processing programs to design text for paper-based and electronic publication, eg class newsletter, website
- investigates other forms of publishing, eg slide shows, multimedia
- sets out writing in a form suitable for purpose.

STAGE 3

WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

Handwriting

- uses correct pen grip and maintains correct body position
- uses finger movements to control the pen while sliding forearm across the paper
- writes fluently with appropriate size, slope and spacing
- practises calligraphic flourishes that enhance written text when appropriate
- experiments with writing instruments and media, eg calligraphy pens, brushes, inks.

Using Computers

- uses computer software programs and associated technology to format a variety of texts
- locates and uses thesaurus
- varies font and layout to suit particular audience and purpose
- chooses appropriate graphics to accompany text
- designs and organises information for a web page
- locates and uses columns or borders when appropriate
- adds graphics, changes spacing and style when publishing
- uses word processing programs to design school/class newspaper, importing graphics and written texts from a range of sources
- uses multimedia authoring software to create published works incorporating text, graphics, sound, animation
- creates texts that incorporate graphics or tables when appropriate.

Writing Outcomes and Indicators

EARLY STAGE 1

STAGE 1

Learning About Writing — Context and Text

WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.

Purpose

- talks about own writing
- uses the terms 'drawing' and 'writing' accurately
- indicates purpose of own writing
- recognises a range of text types, eg simple narrative, simple recount, simple procedure
- communicates the purposes of familiar written texts
- communicates the purposes of drawings, photographs and other graphic texts
- assists other children to locate print from models in classroom to use in writing.

Audience

- talks about the person to whom they are writing a message, eg friend, teacher, aunty.

Subject Matter

- talks about what they would like to write about with teacher prompt, eg pictures, school events.

WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.

Purpose

- discusses some of the different purposes for which people write
- examines stages of a text and discusses their functions
- discusses some of the advantages of writing to record information and events
- discusses how familiar examples of writing (including electronic texts) give information in different ways
- discusses some of the different purposes of visual texts such as charts, maps, diagrams, illustrations.

Audience

- states the purpose and intended reader before writing.

Subject Matter

- selects and refines topic before writing.

STAGE 2

Learning About Writing — Context and Text

WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.

Purpose

- *understands purpose and stages of the organisation of texts*
- *compares the features of two different texts and talks about how these differences are related to the purpose.*

Audience

- *identifies audience of a text and adjusts writing accordingly.*

Subject Matter

- *lists a number of topics for writing*
- *talks about research as a way of building up a topic.*

STAGE 3

WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.

Purpose

- *responds to the writing of others with specific and constructive comments about the organisational patterns in the text*
- *explores options for influencing readers in writing*
- *discusses how metaphor, idiom and personification enhance own poems and other texts.*

Audience

- *reflects on own writing, taking into account the interests and needs of potential readers*
- *discusses how language choices engage the reader.*

Subject Matter

- *discusses what factors influence choices of topics for writing*
- *discusses language choices for building topic information.*

Writing Outcomes and Indicators

EARLY STAGE 1

STAGE 1

Learning About Writing — Language Structures and Features

WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Text Structure

- identifies a word, letter, space
- identifies a sentence
- identifies some stages in a variety of text types.

Text Structure

- recognises organisational structure of some literary and factual texts
- recognises the stages of some literary and factual texts
- discusses functions of different stages of a text

Grammar

- talks about the words that indicate who or what in a text
- talks about the action words in a text
- talks about words that tell when, where and how actions take place.

Grammar

- talks about synonyms and antonyms in a range of texts
- distinguishes between naming words and doing words
- talks about how adjectives describe nouns, how adverbs tell us more about the verb
- recognises a sentence
- identifies different types of verbs in their own writing, eg saying verb, action verb
- talks about different types of nouns in a story
- talks about action verbs in a recount
- discusses how a description is built up using adjectives, adverbs
- talks about how own procedure has been structured and how action verbs have been used
- identifies key words in own and others' texts.

Conventions

- identifies beginning, capital letter, full stop, question mark and exclamation mark.

Conventions

- talks about punctuation needed for own writing, eg comma, quotation marks
- begins to recognise when the spelling of a word appears inaccurate.

STAGE 2

STAGE 3

Learning About Writing — Language Structures and Features

WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Text Structure

- recognises and discusses the organisational structure of a range of literary and factual texts.

Grammar

- recognises the subject, verb and object of a clause
- recognises different types of adverbial phrases and discusses how they give additional information
- identifies nouns, verbs, adjectives and adverbs in own writing and talks about their function in making meaning
- identifies action verbs and talks about how they are used in narrative and recount to develop a story
- talks about how different types of adjectives have been used to add information in own writing
- indicates how different types of verbs have been used in own stories, eg action verbs, saying verbs, thinking verbs, feeling verbs
- talks about the use of tense (past, present, future) in literary texts
- reviews own writing for use of noun groups in building information, eg in an information report
- recognises common errors in writing such as lack of agreement between subject and verb, eg *he done it*
- recognises theme of clauses (beginning focus for information), eg *Kim opened the door.*

Conventions

- talks about the use of commas, dashes etc to indicate the relationship between parts of sentences
- talks about the need to use quotation marks with quoted speech
- recognises and corrects the spelling of some common words.

ESL Scales: Levels 4/5 Writing

WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Text Structure

- talks about how persuasive texts have been structured in order to convince the reader about a point of view
- analyses own texts for effective use of joining/linking words, eg conjunctions, connectives
- talks about how literary texts are structured in order to entertain and engage the reader's interest.

Grammar

- identifies subjects, verbs and objects in clauses in different text types
- recognises how adverbs and adverbial phrases provide additional information in own writing
- identifies use of pronouns and to whom or what they refer
- discusses how adjectival phrases and clauses have been used in own narratives to build up a character or the setting
- recognises the difference between a compound and a complex sentence
- recognises how cause and effect relationships are constructed in different sentences through using a variety of conjunctions, eg *because, if, so*
- identifies theme of clauses and experiments with changing theme, eg *The door was opened by Kim, Kim opened the door*
- identifies figurative language, eg simile, metaphor, and discusses its effect.

Conventions

- recognises the importance of correct punctuation in the presentation of a published text.
- recognises and corrects the spelling of common known words and checks spelling of some unfamiliar words.

ESL Scales: Levels 6/7 Writing



Content, Scope and Sequence

Content Overview

Scope and Sequence of Text Types

Scope and Sequence of Literary Text Types

Scope and Sequence of Factual Text Types

Scope and Sequence of Grammar

Scope and Sequence of Phonological and Graphological Processing

Content Overview of Early Stage 1

'Learning to' Outcomes

		Students will be provided with opportunities to:
Learning to Talk and Listen	<i>Talking and Listening</i>	<ul style="list-style-type: none"> • use spoken language for a variety of purposes on a range of familiar topics, eg relay a simple message (student–student, student–students, student–known adult), describe familiar objects, follow and give simple directions, tell about personal experiences, express own needs, likes and dislikes clearly, comment on news or a specific class topic • engage in conversations with peers and known adults
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • develop listening skills through engaging in activities in which they need to listen attentively, eg for information about class topic or class news, to enjoy and respond to a story, video or drama presentation, or to follow instructions or an explanation • build a range of phonological skills, eg the ability to adjust voice according to situation, to adjust intonation according to meaning (eg question/statement), to articulate sounds accurately in preparation for spelling through activities such as recognising, matching and saying individual sounds, rhymes, blends etc • learn how to respond to and interact with spoken classroom communication appropriately, relevantly and effectively using agreed conventions, eg staying on topic, talking and listening to others in group and class discussions, asking for and offering assistance, responding to questions and giving relevant responses, asking relevant questions using correct word order • take part in class presentations in which students can develop composure, appropriate body language, gesture, facial expression and volume to convey interest and to be understood, eg choral chants, rhymes and poetry recitations, retelling of stories from storytellers, books and electronic media, engaging in dramatic play, presenting news items
Learning to Read	<i>Reading and Viewing Texts</i>	<ul style="list-style-type: none"> • engage with the meanings of a variety of written and visual texts through daily shared, guided and independent activities such as interpreting pictures, ordering pictures to retell a story, following and responding to simple stories read aloud, joining in with or reading aloud known parts of the text, recognising environmental print such as labels and instructions, reading own written texts such as short observations and recounts, reading simple books and CD-ROMs chosen from class library
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • use context to predict meaning in written texts, eg illustrations, logos, labels and signs • identify grammatical patterns in shared and guided reading, eg action verbs, words or groups of words that tell who or what, words or groups of words that tell when, where and how • use phonological and graphological cues to decode written texts, eg knowledge of the letters and their sounds to predict words (including those in initial, medial and final positions), direction of print, high-frequency and known sight words • engage in reading behaviour such as holding books, turning pages, looking at pictures, pointing to words using one-to-one correspondence
Learning to Write	<i>Producing Texts</i>	<ul style="list-style-type: none"> • engage in joint and independent writing activities such as copying and tracing environmental print, labelling drawings • contribute to a range of joint construction activities to achieve a variety of purposes, eg observation, description, recount, procedure • independently write short texts, eg observations, descriptions, recounts and draw, sequences of visual images to illustrate procedures • engage in joint writing activities for audiences such as their own class or other classes, parents or other family members • independently write simple texts for themselves and/or an audience on familiar topics, using pictures or their own choice of words to label drawings
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • construct sentences effectively through assistance with word order, use of tense appropriate to text type, structure of noun groups, use of appropriate punctuation (eg capital letters and full stops) • spell words accurately through assistance with sound–symbol relationships • develop and practise the basic skills of handwriting, eg correct pencil grip, good posture and handwriting movements, to form most lower-case and some upper-case letters • experiment with writing on the computer.

Content Overview of Early Stage 1

'Learning About' Outcomes

Learning About Talking and Listening	<i>Context and Text</i>	<p>Teachers will:</p> <ul style="list-style-type: none"> • model the different types of spoken texts that achieve different purposes, eg to tell news or a story, to give directions/instructions, to engage in spoken interaction, to express likes and dislikes effectively • establish expectations of talking and listening behaviour when communicating with different people, eg the difference between talking to peers and talking to adults, appropriate greetings and leave-taking with a variety of people • point out different kinds of Australian English used in different contexts, eg home language, school language (including student group, whole-class, playground and assembly talk), role-play, dramatic play and everyday language
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • draw attention to the ways in which different spoken texts are structured, eg display picture charts to prompt organisation of spoken texts • model language to describe spoken texts, eg 'recount', 'retell' • introduce simple terms to describe language used in spoken texts, eg question, statement, command, and simple joining words, eg and, then • draw attention to the effect of different intonation patterns in spoken language in everyday classroom interaction and through activities such as role-play and puppet activities • demonstrate how to articulate specific sounds when necessary
Learning About Reading	<i>Context and Text</i>	<ul style="list-style-type: none"> • talk about how to recognise the difference between literary and factual texts • read and discuss a variety of texts with students daily, eg storybooks, anthologies, environmental print, information books, media texts, electronic texts • talk about for whom a particular text is written • link different kinds of reading and visual material to different topics through activities such as predicting content from the cover or illustrations • design activities in which students have the opportunity to describe, interpret and give opinions about written texts and their effect on an audience, eg favourite stories, videos and characters from stories, familiar advertising and environmental print, visual images, information texts that answer student questions
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • talk about the beginning and end of texts viewed or heard • talk about sentences, the words or groups of words that name characters and things, action verbs, words and groups of words that tell when, where and why • draw attention to capital letters, full stops, letters of the alphabet, symbols, signs and other conventions in shared and guided reading
Learning About Writing	<i>Context and Text</i>	<ul style="list-style-type: none"> • talk about the different uses of drawing and writing • model the writing of texts for a variety of purposes through joint construction, demonstration and discussion • talk about the audience for different texts being written in the class, eg parent, aunty, friend • discuss with students possible subject matter for writing
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • point out that print is written from top to bottom and left to right • point out different parts of a text, eg sentence, word, letter, space • make explicit words that express who or what, actions, where, when, why etc in a text • design activities to draw students' attention to the basic conventions of punctuation, eg capital letter and full stop • encourage students to write in their home language as well as English.

Content Overview of Mid Stage 1

'Learning to' Outcomes

		Students will be provided with opportunities to:
Learning to Talk and Listen	<i>Talking and Listening</i>	<ul style="list-style-type: none"> • use spoken language for a variety of purposes on an expanding range of topics, eg respond to instructions given by older students, listen and take turns in conversations with teachers and peers, describe specific features of a familiar object, sequence real or imagined events in time order, express ideas and opinions to known adults, teachers and peers on familiar topics • engage in a range of interactions, eg ask and answer questions in small-group discussions
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • listen actively and responsively, eg by asking specific questions to retrieve information from a speaker, by participating in listening activities involving rhyme, poetry and stories for enjoyment • practise speaking clearly and varying voice in a variety of formal and informal situations, eg class presentations, conversations, class discussions • practise making effective contributions to class discussions on familiar topics, focusing on turn-taking, seeking clarification, body language, staying on topic • practise spoken presentation skills, including the use of a prop to guide talk
Learning to Read	<i>Reading and Viewing Texts</i>	<ul style="list-style-type: none"> • read a variety of written and visual literary and factual texts in daily shared, guided and independent reading activities for enjoyment and information across an increasing range of topics
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • use context to predict meaning and to self-correct when reading written texts • relate personal experience and knowledge to their understanding of written texts • work with grammatical patterns in shared and guided reading to enhance comprehension, eg action verbs, words or groups of words that tell who or what, words or groups of words that tell when, where and how, joining words such as 'and', 'but', 'then', 'so' • practise using phonological and graphological cues to decode written texts, including letter-sound knowledge and sound blending, increasing repertoire of high-frequency and sight words, segmenting words into syllables and syllables into onset and rime, punctuation • demonstrate understanding of different parts of a book: title, contents page, index, spine, title page, computer software menu • begin to use a dictionary
Learning to Write	<i>Producing Texts</i>	<ul style="list-style-type: none"> • practise joint and independent constructions of a variety of simple text types on familiar topics for a known audience, eg recount of personal experience, simple procedure, description of familiar people or things
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • use a pro forma with headings as a basis for writing simple texts • read their own writing aloud to self-correct and clarify meaning • use illustrations with appropriate labels to support texts • build handwriting skills such as forming most letters of the alphabet correctly and writing clearly in straight lines from left to right using letters of uniform size, shape and spacing • develop computer skills, including knowledge of letters on keyboard and words associated with computers (eg keyboard, mouse, disk, screen, cursor).

Content Overview of Mid Stage 1

'Learning About' Outcomes

Learning About Talking and Listening	<i>Context and Text</i>	<p>Teachers will:</p> <ul style="list-style-type: none"> • provide situations to develop student awareness of listener and audience needs as well as the teacher's role as a speaker or listener in a group • assist students to reflect on how speech can be adjusted to suit different audiences, eg younger children, older adults such as grandparents, experts or visitors such as guest speakers • provide opportunities for students to use different forms of communication, eg telephone, face-to-face conversation • provide students with opportunities to hear texts in different world languages, eg a relevant community language
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • model a variety of spoken texts, drawing students' attention to the structure, eg simple procedure, a spoken description, a spoken recount • model different ways to ask questions, make statements, give commands • talk about grammatical patterns in texts, eg action words in recounts and procedures, describing words in descriptions, joining words in recounts • assist students to plan delivery of class presentations
Learning About Reading	<i>Context and Text</i>	<ul style="list-style-type: none"> • talk about the purpose of different texts and how the stages of the text contribute to achieving the purpose • demonstrate how to use the context to assist in understanding the meaning of written texts • compare different texts in terms of audience, eg children's storybook, instructions on packets • make explicit the point of view in written texts
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • draw students' attention to the stages of simple written texts, eg recounts, procedures, descriptions • assist students to identify specific grammatical patterns found in particular text types, eg action verbs in literary texts, words or groups of words that name characters and things, words or groups of words that tell when, where and why • assist students to identify capital letters, full stops, question marks
Learning About Writing	<i>Context and Text</i>	<ul style="list-style-type: none"> • encourage students to write a variety of simple texts through modelling • design joint and independent construction activities, drawing students' attention to the text purpose and structure • provide pro formas with guided questions to scaffold students' writing • encourage students to think about what they know about a topic before writing • encourage students to identify a target audience before writing
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • make explicit the organisational stages of literary and factual texts • discuss with students how adjectives are used to provide more information about nouns • talk with students about the punctuation needed for their own writing • model proofreading and editing, eg circle a word that does not look right.

Content Overview of Later Stage 1

'Learning to' Outcomes

		Students will be provided with opportunities to:
Learning to Talk and Listen	<i>Talking and Listening</i>	<ul style="list-style-type: none"> listen to a variety of speakers (including attending to longer stretches of teacher talk) and respond with questions and comments that are relevant to the topic, eg asking for specific information after spoken presentations, asking for clarification about spoken instructions, commenting positively on a presentation made by a peer, responding to audiotaped or videotaped presentations contribute extended stretches of talk to class activities, eg longer spoken presentations, longer turns in group problem solving, expressing a more detailed point of view speak on an expanded range of topics to a wider range of audiences, eg students from other classes, assembly presentations, parent and open days
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> listen with focus to select information, eg for a task or project or to relate a partner's experience to the class, and to understand the viewpoints of others experiment with different techniques for speaking clearly with regard to listeners' understanding seek clarification from peers and teachers when something is not understood contribute to and provide an opinion on familiar topics in class and small-group discussions contribute to class discussions using a range of skills including turn-taking, questioning and rephrasing for clarification deliver a spoken presentation using skills such as eye contact (if culturally appropriate), use of prop or visual aid, using clear and audible speech
Learning to Read	<i>Reading and Viewing Texts</i>	<ul style="list-style-type: none"> read a variety of written and visual literary and factual texts in daily shared, guided and independent reading activities, drawing on knowledge of other texts and personal experience to bring meaning to reading, eg comparing fairy tales
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> self-correct when meaning is interrupted in simple texts, eg by pausing, repeating words and phrases, rereading and reading on reflect on their own reading, eg What reading have I done today/this week? Which part of my reading do I like best? What do I want/need to read about? use grammatical information in shared and guided reading, eg identify: a clause as a complete message or thought expressed in words; noun-pronoun agreement; subject-verb agreement; and links in written texts (eg conjunctions) use a variety of graphological and phonological strategies to respond to text, eg sounding out cvvc patterns, vowel digraphs, double-vowel sounds etc, responding to punctuation, exchanging one sound for another to make a new word, comparing new words with known high-frequency and sight words use a beginners' dictionary use computer software to find information, eg by beginning to navigate hypertext effectively
Learning to Write	<i>Producing Texts</i>	<ul style="list-style-type: none"> engage in joint and independent constructions of a range of text types, eg recounts of personal experience, simple procedures, descriptions of familiar people or things, poems, elementary stories, information reports, basic explanations, written opinions respond to questions about their own writing from a variety of audiences, eg teacher, family member, classmates, older or younger students, teacher's aide, classroom visitor use headings to indicate topic of text use graphics to accompany text where relevant
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> prepare for writing, eg by planning text structure into a framework such as a matrix, flowchart or semantic map, by taking notes from written texts use subject-verb and noun-pronoun agreement in their own writing begin to proofread and edit their own texts for publication use common punctuation, eg upper and lower case, correct spacing, question mark, and experiment with more advanced punctuation for different effects spell high-frequency and common sight words accurately and use knowledge of letter combinations and blends when writing new words develop handwriting of consistent size and spacing in NSW Foundation Style use computer software to write texts.

Content Overview of Later Stage 1

'Learning About' Outcomes

Learning About Talking and Listening	<i>Context and Text</i>	<p>Teachers will:</p> <ul style="list-style-type: none"> draw students' attention to different oral text types, making the structures explicit discuss with students the effects of context and audience on spoken language discuss the language used in the canteen, playground, home and classroom model how to make positive and negative statements talk about words from other languages and their meanings
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> design activities to assist students to organise spoken texts, eg to sequence ideas in spoken presentations, to sequence (in time) events in spoken recounts, to retell events from a narrative using a story structure design activities to encourage students to use particular grammatical patterns, eg a variety of connectives in recount, adjectives in description and verbs in procedure, using prompt cards if needed (eg 'first', 'next' and 'finally') provide time for students to practise role-play provide time for students to practise spoken presentations
Learning About Reading	<i>Context and Text</i>	<ul style="list-style-type: none"> demonstrate how to make use of cover, index, title page, headings and subheadings encourage students to recall incidents and information from texts discuss with students the characters from a book, their actions and qualities provide opportunities for students to express a point of view and an interpretation of a text provide opportunities for students to select a variety of texts encourage students to make and justify predictions about texts draw students' attention to point of view in texts read and viewed
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> point out the ways in which texts are organised and discuss with students their features, eg the parts of an information report provide opportunities for students to identify nouns, verbs and adjectives, synonyms and antonyms provide opportunities for students to name punctuation marks and talk about their purposes
Learning About Writing	<i>Context and Text</i>	<ul style="list-style-type: none"> discuss and explain the purpose and audience of a variety of simple literary and factual texts in books, including media and electronic texts model how to select and organise information before writing model how to consider purpose and audience before writing provide pro formas with guided questions to scaffold students' writing
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> make explicit the basic structure and grammar of a variety of text types, including information report, procedure, recount and narrative assist students to identify verbs and verb groups provide opportunities for writing conferences to support editing and proofreading point out clauses to students and explain their purpose model how to provide feedback to a writer model strategies for ensuring the use of correct spelling and punctuation in texts.

Content Overview of Early Stage 2

'Learning to' Outcomes

		Students will be provided with opportunities to:
Learning to Talk and Listen	<i>Talking and Listening</i>	<ul style="list-style-type: none"> • listen for enjoyment and information • engage in activities that involve many structured speaking situations, eg reporting, describing, recounting, explaining, interviewing • listen and respond to a range of texts, eg respond to poems and stories, follow a series of instructions in order to complete a task, listen critically to a spoken presentation from peers • participate confidently in partner, small-group and whole-class discussion • speak to any audience drawn from the school or local community on a range of topics related to the school curriculum, personal and community interests
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • listen for main idea and specific information • perform, giving consideration to voice and gesture to enhance meaning • use tone of speech appropriate to the audience • make constructive statements that agree/disagree with the issue • use group discussion strategies, eg turn-taking, asking appropriate questions, making constructive additions to others' ideas • use a range of skills to enhance spoken presentations, eg plan and organise content of talk, use prompts, use body language and gesture effectively
Learning to Read	<i>Reading and Viewing Texts</i>	<ul style="list-style-type: none"> • read and respond to a wide range of written and visual literary and factual texts — including information and stories about other places, times and cultures — in daily shared, guided and independent reading activities, drawing on knowledge of topic to make inferences about ideas in the text, eg respond to 'why' and 'how' questions
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • use a variety of self-correction strategies to identify unknown words in more complex texts, eg sounding out, looking at word in context, pausing, reading on and referring back • read fluently with expression after preparation • use grammatical information in shared and guided reading activities, eg identify adjectives and how they add meaning to nouns • use a variety of graphological and phonological strategies to respond to text, eg use knowledge of syllables, word families and common prefixes and suffixes when reading • use bookhandling and book knowledge skills with greater confidence, eg use table of contents to locate information, choose factual texts to find information • use computer software to find information, eg databases
Learning to Write	<i>Producing Texts</i>	<ul style="list-style-type: none"> • jointly and independently construct a range of text types, eg narrative, procedure, response, recount, description and information report • write for a chosen audience, eg write letters to family or friends, real or imaginary • jointly alter a text to take into account different audiences • build knowledge of topic before writing by brainstorming and discussing to make reference lists for writing • label graphics accompanying their own texts
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • prepare for writing, eg by planning text structure using pro formas • attempt to draft, proofread, and edit their own writing, eg circle or underline doubtful words for spelling and use dictionary to check • use knowledge of nouns, verbs, adjectives and adverbs to improve their own writing • use knowledge of familiar letter patterns, spelling rules and common words when attempting to spell unknown words • use common punctuation such as full stops, capital letters, question marks and commas • use handwriting of consistent size and spacing in NSW Foundation Style • use computer software to produce texts, eg word processing programs.

Content Overview of Early Stage 2

'Learning About' Outcomes

Learning About Talking and Listening	<i>Context and Text</i>	<p>Teachers will:</p> <ul style="list-style-type: none"> • make explicit the purpose of a range of spoken texts • model how to structure spoken texts • organise the students to deliver spoken descriptions, recounts and procedures, identifying the main ideas or information to be presented • discuss with students how to adjust spoken language for different audiences, eg compare telling the same story to a friend or to the principal • talk about and explain the difference between standard and non-standard speech
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • design activities to assist students to organise spoken texts, eg the setting of a story and the beginning of an interview introduce texts for listeners • explain to students how language is used for different purposes, eg to persuade an audience • design activities that assist students to use particular grammatical patterns, eg subject-verb and noun-pronoun agreement • discuss how gesture, facial expression, vocal quality and tone affect the meaning of a spoken text
Learning About Reading	<i>Context and Text</i>	<ul style="list-style-type: none"> • discuss how literary and factual texts such as narrative, poetry, drama, recount, report, explanation, procedure and discussion are organised according to their purpose • provide opportunities for students to compare and discuss subject matter and characters in texts written by the same author • make explicit for students the difference between fact and opinion • draw students' attention to the ways in which different groups of people may be stereotyped in texts • demonstrate how visual texts contribute to meaning, eg tables, charts and diagrams
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • design activities that enable students to recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and word chains • model how to identify the subject of a clause or simple sentence by asking who or what performed the action • point out to and discuss with students the use of quoted and reported speech in texts
Learning About Writing	<i>Context and Text</i>	<ul style="list-style-type: none"> • draw students' attention to the stages of text organisation in a variety of literary and factual material from books, media and electronic texts • talk about the different purposes and audiences of texts • make explicit how to research information from a variety of sources before writing by using pro formas with guide questions or headings
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • make explicit the basic structure and grammar of a variety of text types including information report, procedure, recount, simple explanation and simple exposition • provide assistance to support the editing, proofreading and publishing of writing • explain spelling generalisations to students.

Content Overview of Later Stage 2

'Learning to' Outcomes

		Students will be provided with opportunities to:
Learning to Talk and Listen	<i>Talking and Listening</i>	<ul style="list-style-type: none"> listen, for enjoyment and information, to a variety of less familiar written and factual texts engage in a variety of structured speaking situations, eg reporting, describing, recounting, explaining, interviewing, entertaining and instructing listen and respond to a range of text types, eg respond to new poems and more diverse literary texts read aloud or viewed, follow directions to a particular location, attempt to persuade others to a point of view participate in partner, group and class discussion on a variety of less familiar topics, acting as a reporter to summarise the main ideas address an audience drawn from the school and local community on a variety of less familiar and researched topics related to the curriculum participate and reflect appropriately as an audience
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> listen critically to spoken presentations from a variety of speakers use tone of voice appropriate to the situation use group discussion skills, eg rephrasing to clarify meaning, guiding discussion by taking on the role of group leader assume the role of a character in retelling or discussing a narrative use a range of skills to enhance spoken presentation, eg aids (such as posters, palm cards, costumes), effective body language and gesture
Learning to Read	<i>Reading and Viewing Texts</i>	<ul style="list-style-type: none"> read and view a variety of more complex literary and factual texts including Australian literature or stories and information from other cultures or times for sustained periods select a text for a specific purpose, eg to research a topic or to make something justify inferences made about a text read or viewed, eg 'The main character is selfish because ...'
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> use a range of self-correction strategies when reading for meaning, eg rereading, reading on, pausing and subvocalising read texts aloud, including poems and scripted drama, using pitch, pause and emphasis use grammatical information in shared and guided reading activities, eg to identify words that show possibility or probability, or relationships signalled by conjunctions use a variety of graphological and phonological strategies to respond to text, eg knowledge of homonyms and contractions and of irregular multisyllabic words use skimming of text to find key words in order to make brief notes for relevant information use headings to locate information when scanning text
Learning to Write	<i>Producing Texts</i>	<ul style="list-style-type: none"> jointly and independently construct a range of texts for different audiences and purposes, eg descriptions, recounts, procedures, narratives, poems, sequential explanations, personal responses, expositions use a range of drafting strategies, eg note-taking, planning, organising headings, writing key words, revising, final drafting, editing, proofreading write about both familiar and researched topics work with a variety of forms, eg projects, letters, diagrams, posters, multimedia
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> write well-formed sentences using grammatical features that help to achieve the purpose of the text, eg reported and quoted speech in narratives, structure of noun group in information reports, past tense in recounts, use of relating verbs in descriptions, use of modality in expositions use correct punctuation in published versions of their own writing, eg question marks, direct speech marks, commas and apostrophes for contractions apply knowledge of spelling conventions and strategies to their own writing, especially when attempting unknown or difficult words practise and consolidate handwriting that is consistent in form write texts using the basic word processing functions.

Content Overview of Later Stage 2

'Learning About' Outcomes

Learning About Talking and Listening	<i>Context and Text</i>	<p>Teachers will:</p> <ul style="list-style-type: none"> • talk about the ways in which the language features of texts vary according to context and purpose, eg how the language differs between a face-to-face discussion and a telephone conversation • discuss with students how spoken texts vary according to different audiences, eg formal interaction with school principal versus informal interaction with friend • draw students' attention to the differences between dialogue and monologue • help students to recognise the differences between school and home language, between standard and non-standard English, between idiomatic and literal language
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • help students to identify the stages and characteristics of a range of predictable spoken text types, eg telephone conversation, oral procedure, group work interaction, class discussion • encourage students to recognise common grammatical features of spoken language, eg use of evaluative language and modality in persuasion, different types of questions and responses • develop criteria with students for assessing oral presentations, eg content, structure, presentation • assist students to self-assess their use of expressive features, eg gesture, facial expression, voice quality
Learning About Reading	<i>Context and Text</i>	<ul style="list-style-type: none"> • draw students' attention to the purpose and organisation of factual and literary texts being read in class • assist students to differentiate between different writing styles, eg the styles of different authors, objective and subjective language • enable students to select reading material relating to the purpose and topic, eg a procedure about making models, an information report on machines • point out symbolic meanings in a range of written and visual texts • encourage students to form opinions about texts they have viewed and read
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • model the structure of a range of texts, eg autobiography, narrative • draw students' attention to features of written texts, eg cohesive links, reported and quoted speech • encourage students to identify relevant grammatical features in the texts they are reading, eg adverbial phrases at the beginning of sentences in narratives and recounts, modal verbs and adverbs in expositions, similes in poems • teach students how to use word-identification strategies, eg base words, suffixes, prefixes, homonyms, contractions • draws students' attention to the conventions of poetry and their effects, eg form (eg haiku), rhyme, rhythm • demonstrate to students how punctuation is used in written language to organise text into manageable and meaningful segments • point out to students the different forms that visual information can take, eg maps, diagrams, animation, and teach students how to interpret these different forms
Learning About Writing	<i>Context and Text</i>	<ul style="list-style-type: none"> • compare, with students, texts that are organised differently according to their purposes • model how to adjust writing to suit the audience • talk with students about different topics that can be selected for writing (eg familiar/unfamiliar, everyday/technical, personal/objective) and about how to research to build knowledge about a topic
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • help students to identify how each stage of a text contributes to the overall impact on the reader and how this impact can be adjusted and augmented, eg using the evaluation stage of narrative to build suspense • point out the grammatical features associated with different text types, eg text connectives to sequence explanations, noun groups to build up description in information reports • draw students' attention to the way in which punctuation contributes to the meaning in texts, eg commas, semicolons, dashes, question marks, quotation marks.

Content Overview of Early Stage 3

'Learning to' Outcomes

Students will be provided with opportunities to:		
Learning to Talk and Listen	<i>Talking and Listening</i>	<ul style="list-style-type: none"> • deliver a variety of oral presentations for more varied audiences • listen to more lengthy and challenging spoken texts, glean information and listening critically • use increasingly technical vocabulary in spoken texts and know how to clarify meaning for listeners • use strategies employed by effective listeners such as listening for the main idea and attending to the speaker
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • use a variety of speaking skills, adjusting tone of voice and information in response to a listener's reaction • converse, debate and hypothesise about issues • use a variety of interaction skills • continue to develop listening skills • contribute to discussions on more abstract topics in pairs, small groups and class
Learning to Read	<i>Reading and Viewing Texts</i>	<ul style="list-style-type: none"> • read and critically respond to a range of texts for a range of purposes, eg extended novels, more complex factual texts • discuss how information is organised and presented differently in a variety of texts • read daily a wider range of texts (independently and in shared and guided reading)
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • consolidate the use of monitoring and self-correcting reading strategies such as rereading, reading on and using word-identification skills • use a variety of strategies such as skimming and scanning, and using contents and index, to find information on an unfamiliar topic in reference sources • use grammatical information (such as reference links, synonyms, antonyms, adverbial phrases) appropriate to the text being read • access, record and present information in a variety of ways
Learning to Write	<i>Producing Texts</i>	<ul style="list-style-type: none"> • participate in frequent joint and independent activities to construct a wide range of literary and factual texts • consolidate skills in locating resources and accessing information in preparation for writing • produce a variety of texts, using a range of technology, for different audiences • produce texts with attention to design, layout and graphics
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> • proofread their own texts for meaning, spelling and punctuation • use a variety of spelling resources and strategies to spell unfamiliar words • use correct structure, grammar and punctuation when producing texts • use variety of references to assist writing and editing • develop fluent NSW Foundation Style handwriting • experiment with computer technology to produce different texts.

Content Overview of Early Stage 3

'Learning About' Outcomes

Learning About Talking and Listening	<i>Context and Text</i>	<p>Teachers will:</p> <ul style="list-style-type: none"> • model and discuss how spoken language differs from written language, and the purpose and audience of each • discuss types of language used in different situations, eg football field, restaurant, theatre • provide opportunities for students to engage in discussions and debates on news events and topical issues • provide opportunities for students to focus on word origins and their meanings
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • design activities for students to use spoken language to solve problems, elicit and respond to the views of others, clarify ideas and reflect on learning • encourage students to evaluate information for currency, point of view and appropriateness for intended audience • provide opportunities for students to reflect on their own spoken language use • provide students with the scaffolding to evaluate a speaker's organisation and use of vocabulary
Learning About Reading	<i>Context and Text</i>	<ul style="list-style-type: none"> • encourage students to read, analyse and evaluate information found in written and visual texts and justify their responses • draw students' attention to how texts are organised according to purpose • explain the techniques used by writers to position a reader • encourage students to read widely and compare, discuss and justify different interpretations of texts read and/or viewed
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • provide opportunities for students to view screenplays of novels, live theatre and performances, and draw students' attention to the structure and grammatical features of these texts • draw students' attention to mixed text types and discuss their structures • design activities for students to explore varieties of texts and their purposes • explain how the choice of grammar affects a reader's or viewer's interpretation of a text • design activities for students to explore the origins of words, particularly technical words • draw students' attention to the themes of clauses in texts
Learning About Writing	<i>Context and Text</i>	<ul style="list-style-type: none"> • structure activities so that students write a variety of texts for different purposes and audiences across a range of topics • provide opportunities for students to reflect, analyse and evaluate their own writing and that of others
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • model the editing of writing for consistency of point of view, cohesive structure and appropriate use of language for the intended audience • assist students to identify the techniques used in argumentative and persuasive texts to influence the reader, and apply these to writing where appropriate • model ways of providing specific and constructive comments about their own writing and the writing of others during peer conferencing sessions • discuss with students how cohesive texts are constructed • model how to change the theme of a clause and discuss the effects of such changes, linking change in theme to the use of active and passive verbs • design activities for students to recognise how grammar is used in constructing effective texts.

Content Overview of Later Stage 3

'Learning to' Outcomes

		Students will be provided with opportunities to:
Learning to Talk and Listen	<i>Talking and Listening</i>	<ul style="list-style-type: none"> engage in a wide range of spoken texts for a variety of purposes, eg debates, interviews, explanations, anecdotes, recitations, and one-to-one, small-group and large-group discussions explore creative ways of manipulating oral texts, eg unexpected structure, integration of multimedia, dramatic enactments listen to a variety of text types presented by people of different ages, different language and cultural backgrounds, different roles in the school and community interact with a range of audiences, eg peers, visitors, parents, community groups, with awareness of audience needs and interests
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> develop listening skills for identifying detail and summarising, eg note-taking, radio quiz practise oral production skills, eg intonation, volume, pausing, articulation refine interaction strategies, eg asking different types of questions, responding appropriately, clarifying, repairing breakdowns, taking conversation turns, introducing and developing topics, providing feedback and support for others, challenging ideas develop oral presentation skills, eg using visual aids to support presentation, engaging audience, dealing with questions from the floor, speaking with clarity to a whole class, assembly or open day visitors learn how to adjust spoken language according to formality of situation
Learning to Read	<i>Reading and Viewing Texts</i>	<ul style="list-style-type: none"> select, read, interpret and use a wide variety of material with increasing autonomy, eg extended novels and information texts, video documentaries, multimedia and performance texts, graphic material, hypertext read more demanding texts that contain increasing levels of technicality and abstraction
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> access the meaning of increasingly challenging texts using a range of strategies such as predicting, rereading, reviewing, making notes, skimming, scanning, reading on adjust reading strategies according to the type of text and its purpose develop skills in word identification through applying knowledge of word origins and word building recognise how grammatical features help to build up the meaning of texts, eg reference links, word chains, adverbial and adjectival phrases, evaluative language develop higher order skills in decoding texts and accessing visual information read aloud with appropriate expression, pause and emphasis consolidate information skills, eg tools for locating resources in CD-ROMs, the Internet, encyclopedias
Learning to Write	<i>Producing Texts</i>	<ul style="list-style-type: none"> produce well-planned, coherent, extended texts by applying knowledge about the writing process, eg researching, drafting, revising, editing, proofreading, structuring paragraphs write and creatively manipulate a range of text types to more sophisticated levels, eg researched historical recounts, detailed descriptions, sustained arguments and discussions with evidence, responses to artworks, multimedia projects relate to audiences through subtle use of language, eg humour, modality, irony write texts that deal with more complex and detailed subject matter to high levels of technicality and abstraction combine various channels of communication in multimedia texts, eg poetry, dramatic performance, business letters, diagrams, illustrations
	<i>Skills and Strategies</i>	<ul style="list-style-type: none"> gain control over a comprehensive range of grammatical features and punctuation that contribute to the purpose, meaning and clarity of texts apply knowledge of spelling conventions and strategies to ensure a high level of spelling accuracy experiment with personal handwriting style to enhance fluency, speed, legibility and appeal consolidate computer skills when using a range of computer software and applications, eg tables, borders and graphics, word processors, authoring software, web pages.

Content Overview of Later Stage 3

'Learning About' Outcomes

Learning About Talking and Listening	<i>Context and Text</i>	<p>Teachers will:</p> <ul style="list-style-type: none"> • guide students to identify, select and justify their use of a range of oral texts to achieve specific purposes, eg telling jokes as part of a debate, using songs or dramatic presentation to persuade • assist students to develop criteria to evaluate the effectiveness of particular spoken texts • ask students to reflect on how to refine their spoken texts in order to engage, entertain, influence or convince their audience • assist students to recognise the differences between spoken and written language and to apply this knowledge in their own texts
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • analyse with the students the features of more complex spoken texts, eg telephone appointments, formal debates, mock television panels • discuss how a knowledge of grammatical features can help when preparing oral presentations, eg colloquial language in an interview, predicting questions and preparing answers, using text connectives to guide listeners • provide students with a way of talking about presentation skills, such as body language, eye contact, voice quality
Learning About Reading	<i>Context and Text</i>	<ul style="list-style-type: none"> • discuss with students how the structure of a particular text type being read relates to its purpose and how readers can use their knowledge of text organisation to predict and extract meaning from texts • talk about how authors always have a particular audience in mind, eg as students read texts, they identify the target audience • discuss with students how different texts treat the same subject matter, eg articles about a particular event from a range of newspapers and magazines • develop students' critical and evaluative skills, eg effects of different camera angles, relative effectiveness of two or more related texts, different interpretations of the same text
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • investigate with students the text structures of a range of more complex texts to determine how text organisation contributes to the achievement of text purpose • talk about how authors employ grammatical features to achieve the purposes of their texts, eg organising texts predictably, using text connectives, using topic sentences, using subheadings, previewing what is to come and summarising what has been said, using the passive voice to maintain the information focus in reports and explanations, using noun groups to condense information • discuss the conventions of a range of complex text types, eg acts and stage directions in plays, literary devices in poems and stories, layout conventions in print and electronic texts
Learning About Writing	<i>Context and Text</i>	<ul style="list-style-type: none"> • model how to reflect on written texts in order to enhance the quality of their own writing, eg use of organisational patterns to influence readers, use of literary devices to enhance stories and poems, techniques for taking into account the interests and needs of audiences, strategies for selecting and working with a range of topics • teach students to reflect critically on the effectiveness of their own writing, eg how entertaining their stories are, whether their explanations are clear, how easy it is to retrieve information from their information reports
	<i>Language Structures and Features</i>	<ul style="list-style-type: none"> • initiate discussions about the structure, grammatical features and conventions in written texts with the view to students applying this knowledge in their own writing, eg the use of dependent clauses to add detail, the use of adjectives and adjectival clauses to build character in narratives, how the elements of a clause are ordered to facilitate the flow of the text, how effective punctuation enhances readability.

Content Overview: Beyond Stage 3

Students will be provided with opportunities to:

Talking and Listening

- use talk to collaborate and negotiate with others when exploring ideas, solving problems, justifying opinions and developing arguments
- listen to others in order to speculate and predict on challenging topics
- continue to engage in role-plays and simulation games
- explore how the use of dialect, slang and jargon can exclude and include speakers and listeners
- explore the language features of jokes, puns, nonsense verse, limericks, tall stories, innuendo, tongue twisters, riddles
- tape rehearsed and unrehearsed spoken presentations and compare and discuss.

Reading

- continue to use a variety of reading strategies to access information in a range of texts, eg scanning, skimming
- predict familiar structures, grammatical features and possible vocabulary in texts
- read competently and thoughtfully for a wide range of purposes and in a wide range of situations
- explain the effect on meaning of text features such as particular print styles, handwriting, layout, headings, subheadings and graphics in literary, factual, media and electronic texts
- read and view a range of literary and factual texts and respond through discussion, role-play, debate, imaginative re-creation, video, film-making and play-building activities
- assess the effectiveness of their own and others' response to text activities
- identify bias and attitudes such as sexism and racism in texts
- identify such things as the uses of editing, lighting, sound effects, background music, scene composition and setting in film
- compare and contrast themes in texts, eg myth, legend
- continue to engage in unscripted drama such as improvisation, role-play and mime
- make comparisons between films and the novels or plays from which they have been adapted
- identify a range of media and electronic texts and their distinguishing structures and features
- identify such strategies in media and electronic texts as selection and omission of materials, ideas, information and issues
- develop and use relevant criteria for assessing the effectiveness of texts.

Writing

- identify conventions of text types such as narrative, eg a detective story has sleuth, crime, suspect, motive etc
- produce a range of texts by selecting aspects and combinations of texts for different purposes and different audiences, eg hypertexts
- write plans and proposals for a range of text types, eg a narrative with a plan for characters, setting, events, episodes
- change the point of view from which a perspective in a novel, poem, play or film is represented
- script episodes from a novel for drama and television series
- develop their own anthologies and collections of poems
- design and plan multimedia products using television, radio, film, computer and print technologies
- edit and publish individually and jointly constructed texts
- evaluate progress in their own writing.

Scope and Sequence of Text Types

For the purpose of this syllabus, texts are grouped and defined in particular categories. It is important to note that any such classification is to some extent arbitrary and that there is always likely to be overlap between ways of grouping and defining text types (see tables below).

Categories of texts

Texts can be classified into the broad categories of literary and factual texts. Both categories include media texts, which can be either literary or factual in orientation. They also include all forms of electronic text.



The categories of texts indicated above can be further subdivided into different text types.

TEXT TYPES (ORAL AND WRITTEN)	
<i>Literary texts</i>	<i>Factual texts</i>
Narrative	Factual description
Literary recount	Information report
Observation	Procedure
Literary description	Procedural recount
Personal response	Factual recount
Review	Explanation
	Exposition
	Discussion

This list is not exhaustive but indicates a range of text types that are crucial to students' learning in the primary school curriculum and to participating effectively in the wider community. It does not include traditional story types such as myths and legends, as these may be either recounts or narratives.

It is important to note that these text types are somewhat idealised for teaching purposes. In real life, we often find 'mixed' texts. A narrative, for example, might include a description of the setting; a procedure for an investigation might conclude with an explanation of the scientific principle involved.

Text types and their structures should not be seen as straitjackets but as starting points. When students understand that:

- different types of texts exist,
- texts serve different purposes,
- texts are typically structured in particular ways and
- texts have characteristic grammatical features,

then students are in a better position to create and manipulate texts and combine elements in a purposeful way.

It is not intended that all text types be taught fully and systematically in each stage. Teachers will focus on those that are most relevant to the content of their program. It is probable, however, that most of the text types will be encountered to some degree across the key learning areas.

Literary texts

Literary texts include those spoken and written texts that explore and interpret human experience, usually in such a way as to evoke in the reader or listener a reflective, imaginative and/or emotional response.

There is a wide variety of literary texts, many of which may overlap, as in the case of narrative poetry, drama, and poetic uses of language in prose.

Literary texts are an important part of the English program. The engagement of a student with a literary text can be a powerful and evocative experience that shapes the student's imagination and thought. Reading quality literature can have a significant impact on how students see and relate to the world around them.

While literary texts are commonly thought of in terms of books, they may also be transmitted through other media such as magazines, film, radio, television and computers and in different combinations of these media.

Factual texts

Factual texts are those that present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. Factual texts appear in all cultures.

Factual texts may be spoken or written and may include visual elements. In spoken texts an important part of the meaning may derive from facial expression, from gesture or from the use of technology. In written texts, meaning is also contained in visual elements such as graphs, maps, photographs, grids, diagrams, drawings and labels.

Whether written or spoken, factual texts present their content from a particular perspective. However, the perspective or point of view of the writer or speaker may not be overtly stated. Factual texts may suppress the point of view in an attempt to appear objective.

Although factual texts may purport to present accurate, objective information, they are not simply objective representations of reality. Rather, they are constructions of reality, created by a writer or speaker.

Many of the written texts that students will encounter in their schooling, and indeed throughout their lives, will be factual. Teachers need to ensure that students are equipped with the skills and knowledge to create and interpret factual texts. Students need to learn about the ways in which these texts construct and present information and knowledge about a subject. Students should be encouraged to explore the ways in which the factual texts they encounter are similar to and different from those described in the syllabus.

While factual texts are commonly associated with print, they may also be spoken. Types of factual text such as procedure, discussion, exposition and recount may be in spoken forms.

Factual texts are also commonly found in media forms. They are shaped by the particular technology of the medium of transmission. The medium of transmission may at times appear to lend authority to the information in the text. For instance, 'news' is often presented as if it were an accurate 'information report' rather than a highly subjective recount. On television, for example, the camera, in particular, determines the point of view that an audience may have on the subject by such things as the type and angle of the shot.

Scope and Sequence of Literary Text Types

Social Purpose	Text Type	EARLY STAGE 1
To entertain, create, stimulate emotions, motivate, guide, teach.	<i>Narrative</i> <i>eg some picture books, short stories, novels, some ballads, fairy/folk tales, some myths, fables, legends, and some song lyrics, films, videos, television programs.</i>	Teacher reads aloud a variety of narratives. Teacher explicitly models narrative stages. Students retell and act stories/poems heard. Students jointly construct elementary narratives with teacher. Students read and retell familiar stories. Students talk about visual images (where applicable).
To entertain by dealing with a sequence of events that establish a relationship between a writer/reader/speaker/listener.	<i>Literary Recount</i> <i>eg some picture books, short stories, some fables and myths, autobiographies, humorous stories, some poems, films, videos, television programs.</i>	Teacher reads a range of recounts and explicitly models recount stages. Students give elementary oral recounts of shared experience. Students and teacher jointly construct recounts — spoken and written. By developing an understanding of the staging of recount, students learn about its social purpose. Students write recounts.
To record events and respond to them in a personal way. Observation does not have a sequence of events.	<i>Observation</i> <i>eg early writing of children, some picture books, some poems.</i>	Teacher explicitly models the stages of observation. Students and teacher jointly construct spoken and written observations using familiar topics. Students write observations.
To describe, in literary terms, natural, physical, cultural and individual phenomena.	<i>Literary Description</i> <i>eg some picture books, some poems.</i>	Students give brief descriptions of familiar people, animals. Students listen to teacher explicitly model stages of description. Students and teacher jointly construct descriptions.
To summarise and respond personally to a text.	<i>Personal Response</i> <i>eg response to text activities in classroom contexts such as English and Creative Arts.</i>	Students give spoken personal responses to literary texts read aloud by teacher. Teacher guides students' responses.
To summarise/analyse a literary text and assess its appeal and value.	<i>Review</i> <i>eg oral and written commentaries about literary texts and creative arts, typically found in print, radio and television.</i>	Teacher explicitly models review. Students give spoken responses, eg title, author, illustration, dedication, publisher, expression of a positive or negative response to the work.

STAGE 1

Teacher and students read a range of narratives. Teacher explicitly models the different stages of narrative. Students learn poems and are involved in group recitations. Students dramatise parts of narrative. Students jointly construct longer narratives, use visual images to illustrate texts. Focus on development of complication and its evaluation. This focus assists students to develop a critical orientation through understanding that evaluation positions the reader to regard the events in a particular way.

Students tell and listen to personal recounts about familiar events. Teacher deconstructs stages of recount. Students read and write personal recounts. Teacher and students jointly, then students independently, construct recounts with all stages.

Students and teacher jointly construct text. Students write brief texts about familiar topics. Students read observations.

Students give oral descriptions of familiar people, places, things. Students listen to simple descriptions of people, places, things. Students jointly and independently construct and read simple descriptions of familiar people and things.

Students give brief spoken and written responses to literary texts in ways that are subjective in their orientation.

Students give brief spoken and written reviews that include book knowledge, eg title, author, brief summary of events and brief recommendation. Evidence of character development. Teacher and students jointly, then students independently, construct reviews.

STAGE 2

Teachers and students focus on retellings of a variety of narratives, oral anecdotes, drama presentations. Students jointly and independently construct narratives and script writing of narrative. Teacher deconstructs and models stages. Focus on development of resolution appropriate for complication. Focus on role of evaluation in predicting how resolution will be achieved and how readers are positioned in relation to characters and events. Students read a variety of narratives.

Students give longer recounts about less familiar events. Teacher and students jointly, then students independently, construct more involved recounts, eg autobiographical recounts, from different points of view. Focus on evaluation in recount and how it positions the reader to regard events in a particular way. Also focus on character development.

In this stage, teachers and students should be focusing on recount and narrative rather than observation.

Students give descriptions of less familiar people, places, things. Students listen to descriptions of unfamiliar people, places, things. Students jointly and independently construct and read fuller descriptions of people, animals, objects, places.

Students give spoken subjective responses to literary texts as a preliminary stage to review writing.

Students give more detailed spoken and written reviews that include book knowledge, inconclusive summary of events, character assessment and recommendation of work for particular audiences. Teacher and students jointly, then students independently, construct reviews.

STAGE 3

Students listen to more diverse, longer narratives. Students read a variety of less familiar contemporary and traditional narratives. Students jointly and independently construct narratives. Teacher deconstructs and models stages. Focus on role of dialogue in character development and how it can guide action in narrative. Students develop a critical literacy in respect of character development and subject matter.

Students give longer, more involved recounts. Oral recounts are more clearly developed. Teacher and students jointly, then students independently, construct and read recounts. Focus on character development and development of critical literacy in respect of values and attitudes incorporated in the text.

In this stage, students and teachers should be focusing on recount and narrative rather than observation.

Students give more detailed descriptions of a range of settings, people etc. Students jointly and independently construct and read more detailed descriptions.

Students give spoken subjective responses to literary texts in preparation for review writing.

Students give complex spoken and written reviews that include book knowledge, critical orientation to events, character development and assessment of dominant messages and values. Recommendation is made on the basis of the above information. Teacher and students jointly, then students independently, construct reviews.

Scope and Sequence of Factual Text Types

Social Purpose	Text Type	EARLY STAGE 1
To describe a particular living, non-living or natural phenomenon.	Factual Description <i>eg texts in information books, films, videos, television.</i>	Teacher points out factual descriptions in texts read to students. Students give simple spoken descriptions of familiar things, eg animals, places, buildings. Students and teacher jointly construct and read elementary factual descriptions of familiar topics.
To classify and describe general classes of phenomena.	Information Report <i>eg scientific texts in books, films, videos, television.</i>	Teacher reads aloud factual texts, including pictures and labels. Teacher and students research and share information about familiar topics, eg animals. Teacher explicitly models stages of an information report. Students and teacher jointly construct information reports about a specific topic, eg bears, cats.
To achieve a goal/outcome through a sequence of steps.	Procedure <i>eg information books, television programs focusing on how to do and make things.</i>	Teacher points out procedures and directions in texts and models procedures with stages in spoken language. Teacher and students jointly construct written and spoken procedures about very familiar classroom and home activities, eg recipe, instructions for crossing road safely. Students draw and sequence steps for basic procedures.
To record (orally and in writing) in sequential order the steps taken to achieve a particular goal/outcome, after doing a procedure.	Procedural Recount <i>eg information books, television, films and videos focusing on how things were made.</i>	Teacher refers to the steps taken in a procedure to achieve goal. Teacher and students jointly construct spoken and written procedural recounts about very familiar activities. Focus on accurate sequence of steps. Students may draw or sketch to accompany steps in sequence.
To record a series of events in the sequence in which they occurred.	Factual Recount <i>eg historical texts in books, films, videos, television.</i>	Teacher explicitly models stages of a factual recount. Students give elementary factual recount, eg family members, grandparents. Teacher and students jointly construct spoken and written factual recounts. Focus on the introduction of time words.
To explain scientifically how technological and natural phenomena come into being.	Explanation <i>eg scientific texts in books, films, videos, television.</i>	Teacher reads aloud factual texts referring to photographs, diagrams and sketches. Teacher and students share information about familiar topics, eg toys. Teacher explicitly models the stages of an explanation. Teacher and students jointly construct brief explanations about familiar topics in the form of labelled flowcharts. Focus on using common connecting words such as 'and', 'then'.
To state a position with respect to an issue and argue a case for or against.	Exposition <i>eg texts in information books, print, visual and oral media, eg letters to editor, editorials.</i>	Teacher provides opportunities for class discussions about very familiar issues in the context of the classroom. Teacher explicitly models the stages of an exposition. Teacher and students jointly construct spoken and written expositions about very familiar topics. Focus on language that states a position, eg 'I don't think we should bring toys to school because ...'
To examine issues from more than one perspective and make recommendations based on evidence.	Discussion <i>eg texts in information books, print, visual and oral media, eg submissions, debates.</i>	Teacher provides opportunities for class talk about very familiar issues. Teacher encourages students to consider different positions about the same issue. Teacher models the stages of discussion about very familiar topics. Focus on language that indicates different positions can be taken about an issue, eg 'There are different points of view about whether children should bring pets to school'. Develop an argument for each point of view.

STAGE 1

Students give brief spoken descriptions of familiar things. Students listen to factual descriptions of animals, places, buildings. Students listen to factual descriptions of unfamiliar things. Teacher and students jointly, then students independently, construct and read brief descriptions of familiar things.

Students research, listen to and give spoken information reports on familiar topics. Teacher models writing stages of information report. Students and teacher jointly, then students independently, construct information reports on specific topics, eg animals. Focus on the development of classification and description stages. Students make labelled sketches to accompany text.

Students listen to and retell familiar procedures with stages in spoken and written language. Teacher and students jointly, then students independently, construct and read procedures on familiar activities. Focus on labelling stages, numbering steps and identifying and using action verbs.

Students listen to, read and retell recounts based on procedures undertaken at home and in the classroom. Teacher explicitly models the stages of a procedural recount. Teacher and students jointly, then students independently, construct spoken and written procedural recounts based on procedures undertaken in the classroom. Focus on sequence and sequencing words. Sketches may accompany steps.

Students listen to and give recounts about familiar factual experiences. Teacher explicitly models the stages of a factual recount. Teacher and students jointly, then students independently, construct and read factual recounts. Focus on chronological sequence, eg a timeline for a well-known author/community figure.

Students listen to and give elementary explanations about familiar topics. Teacher explicitly models the stages of an explanation. Teacher and students jointly construct and read explanations based on familiar topics, eg life cycles. Focus on beginning to use objective language and some terms specific to topic.

Students listen to and express points of view about a range of familiar issues. Teacher explicitly models the stages of an exposition. Teacher and students jointly, then students independently, construct spoken and written expositions about familiar issues. Focus on organising information around stages.

Students listen to and express different points of view about a range of familiar issues. Teacher explicitly models the stages of a discussion. Teacher and students jointly construct spoken/written discussions about familiar issues. Focus on organising information about different points of view. Focus on language that indicates a shift from one point of view to another, eg 'however', 'on the other hand'.

STAGE 2

Students give longer descriptions of a range of things. Students listen to factual descriptions of unfamiliar things. Teacher and students jointly, then students independently, construct and read fuller factual descriptions. Focus on including technical language in description.

Students research, listen to and give longer spoken information reports on researched familiar and unfamiliar topics. Teacher and students jointly, then students independently, construct oral and written information reports that are more specialised, eg information is more technical. Students make labelled sketches and/or diagrams to accompany the text.

Students listen to a range of procedures. Teacher and students jointly, then students independently, construct procedures based on activities across all KLAs. Focus on including more detailed steps to enable the goal to be achieved successfully. Diagrams, sketches may accompany steps.

Students listen to, read and retell recounts based on a greater range of procedures. Teacher explicitly models the stages of a procedural recount. Teacher and students jointly, then students independently, construct procedural recounts. Focus on subject-specific language and extended use of sequencing words. Sketches, diagrams may accompany texts.

Students give longer, researched recounts about familiar and unfamiliar topics, eg biography, historical records. Teacher explicitly models the stages of a factual recount. Teacher and students jointly, then students independently, construct and read factual recounts. Focus on extended chronology of events and assessing significance. Focus on language used for assessment, eg 'importance', 'achievement', 'significance', 'influence'.

Students listen to and give longer, more accurate explanations about a wider range of researched familiar and unfamiliar topics. Teacher explicitly models the stages of an explanation. Teacher and students jointly, then students independently, construct explanations that are more specialised, causal and sequential, eg volcanoes, machines. Texts are accompanied by maps, diagrams and charts. Focus on using causal linking words such as 'if', 'when', 'why'. Texts contain a range of subject-specific language.

Students listen to and express points of view with justification about familiar and unfamiliar researched topics. Teacher explicitly models the stages of an exposition. Teacher and students jointly, then students independently, construct expositions that are well supported by arguments. Focus on the correct use of stages, presenting information logically, using an impersonal style and conjunctions to give text coherence.

Students listen to and express different points of view, supported by evidence, about familiar and unfamiliar researched topics. Teacher explicitly models the stages of a discussion. Teacher and students jointly, then students independently, construct discussions that are well supported by arguments, evidence. Focus on developing the use of stages of a discussion and presenting logical information to support a case. Focus on language that indicates a shift from one set of arguments to another in support of a different position, eg 'however', 'on the other hand', 'furthermore'.

STAGE 3

Students give more detailed descriptions of a range of things. Teacher and students jointly, then students independently, construct and read more detailed descriptions, eg buildings. Focus on including technical language in description.

Students research, listen to and give spoken information reports, often with the support of visual images, eg diagrams, photographs. Teacher and students jointly, then students independently, construct more complex oral and written information reports based on unfamiliar researched topics. Texts are accompanied by diagrams and labelled sketches. Students may write about and present broadly based topics from KLAs.

Students listen to a wider range of longer, more complex procedures. Teacher explicitly models the stages of a procedure. Focus on sequencing words in steps. Teacher and students jointly, then students independently, construct and read procedures for a wide range of classroom activities, eg science investigations, problem solving, design-and-make activities. Focus on accuracy and clarity through acting on procedure to achieve the goal.

Students listen to and retell recounts based on a wider range of longer procedures. Teacher explicitly models the stages of a procedural recount. Teacher and students jointly, then students independently, construct and read procedural recounts for a wide range of classroom activities. Focus on accurate sequential order, appropriate subject-specific language and use of conjunctions to indicate time.

Students give longer, more detailed researched recounts about unfamiliar topics. Teacher explicitly models the stages of a factual recount. Teacher and students jointly, then students independently, construct factual recounts. Focus on various language choices for indicating time sequence, eg 'after several', 'during that time', 'before moving'. Focus on language used for assessment, eg 'remarkable', 'outstanding', 'major influence', 'successful'.

Students listen to and give accurate, researched, sequential and causal explanations with supporting visual information, eg diagrams. Teacher and students jointly, then students independently, construct explanations that are causal, eg weather patterns, electric circuit. Focus on cause and effect relationships and technical vocabulary. Texts are accompanied by conjunctions and connectives to show cause and effect, eg 'then', 'consequently'.

Students listen to and are involved in sustained arguments with supporting evidence on a range of researched issues. Teacher and students jointly, then students independently, construct expositions that are effectively organised in the appropriate stages. Focus on maintaining point of view, concealing personal bias and using a logical structure.

Students listen to and are involved in sustained argument, with supporting evidence for different positions, about a range of researched issues current in the community beyond the school. Teacher explicitly models the stages of a discussion. Teacher and students jointly, then students independently, construct discussions. Focus on discussions that are effectively organised in the appropriate stages. Focus on stating the issue and indicating different perspectives.

Scope and Sequence of Grammar

When talking about the teaching and learning of grammar, it is important to distinguish between:

- **the grammar that students use in their creation and interpretation of texts**

Most students come to school with the ability to use and understand quite complex grammar (particularly in their home language) in the spoken mode. Even the writing of young children displays some very sophisticated forms. There is, therefore, a great gap between what children can do with grammar and the grammatical concepts that they can talk about explicitly.

- **students' everyday understanding about language and how it works**

Most students will have an intuitive knowledge about many features of spoken and written language. Teachers should draw on this understanding when introducing more explicit and technical knowledge about language.

- **students' ability to analyse and discuss grammatical features explicitly**

At school, students will be developing the ability to discuss language structures and features in an explicit way, using a shared language for talking about language. The following framework refers only to those understandings about grammar, and the associated terminology, that students are taught in school contexts. It does not refer to what students are able to do with grammar.

Terminology

The following scope and sequence of grammar framework indicates those grammatical understandings and terms over which students might be expected to have control by the end of each stage. It would be quite appropriate to introduce certain grammatical concepts and terms at earlier stages if desired — for example, in the context of work with a particular text.

The terminology is conventional and can be found in most contemporary grammars.

In Early Stage 1, it is possible that teachers may want to use familiar, accessible ways of talking about language. In Stage 1, students might be introduced to 'everyday' terminology, transferring to more technical terms (as indicated in **bold**).

If, in later stages, students are unfamiliar with the grammatical concepts and terms from earlier stages, it might be necessary to revisit these earlier stages before proceeding with those from the later stages.

Meaning and accuracy

The scope and sequence framework allows teachers to teach about language in relation to both meaning and accuracy. There is scope to explore the way in which grammatical patterns build up the meaning in different types of texts (eg the use of saying and thinking verbs in narratives, the use of relating verbs in information reports, the use of noun groups to describe characters in a story, the use of adverbs and adverbial phrases in a procedure, the use of modal verbs in an exposition).

Teachers can also use the grammatical terms to focus attention on questions of accuracy (eg well-structured sentence, complete sentences, subject–verb agreement, complex sentences).

Teaching grammar

Initially, students should be introduced to the meaning behind grammatical terms (eg the people, places and things in stories), accompanied by the teacher's use of grammatical terminology such as 'naming words', 'noun', 'noun groups', with the students themselves ultimately using the terms.

When the grammar is being examined in terms of meaning, it is preferable that this be done within the context of the different types of texts that children are reading and writing.

Issues of accuracy can be dealt with as specific problems are encountered by individual students, or groups of students, in writing their own texts. Teachers may want to treat certain grammatical features in a more systematic way at certain points, although ultimately an understanding of grammatical concepts and terms should be developed in context and not through decontextualised exercises.

Grammar is not being learnt as an end in itself but as a means of improving students' ability to use language more effectively and to evaluate others' texts critically.

Scope and Sequence of Grammar

EARLY STAGE 1		STAGE 1
Text Level — <i>cohesion</i>	repeated words; repeated groups of words, eg Koalas eat leaves. Koalas are not bears. Koalas ...	synonyms /words that have the same or similar meaning, eg raced – hurried back antonyms /words that have opposite meanings, eg morning – night connectives , eg first ... next ... finally ... (<i>sequence</i>)
Sentence Level — <i>structure of the sentence</i>	simple sentence , eg Kim broke the glass ...	sentence /one or more clauses, eg Kim broke the vase; Kim tripped on the step and she broke the vase; Kim said, 'I want to go home.' conjunctions /joining words, eg and, but, so
Clause Level — <i>structure of the clause</i>	statement /gives information, eg I am here ... question /asks for an answer, eg Are you busy? command /tells us to do something, eg Close the door ... exclamation /for emphasis, eg I won!	clause /a group of words that tell us about an action and those involved in the action, eg Kim (<i>doer</i>) opened (<i>action verb</i>) the door (<i>done to</i>); Kim (<i>sayer</i>) said (<i>saying verb</i>) hello (<i>what is said</i>)
Group and Phrase Level — <i>structure of the noun group</i> — <i>structure of the verb group</i> Phrases — <i>structure of the adverbial phrase</i>	when/where/how words	noun group /a group of words built around a noun that describe or specify the noun, eg the sunny day adverbial phrase /a preposition plus a noun group that tell us more about the action in terms of where, when, why, how, with whom, eg Kim broke the vase <u>in the morning</u> (<i>when</i>), My mother was standing <u>beside my bed</u> (<i>where</i>), I went home <u>with a friend</u> (<i>with whom</i>).
Word Level — Nouns — Articles — Adjectives	naming words describing words	noun /naming word for people, places, things, eg Kim, Sydney (<i>proper nouns</i>), girl, city, door (<i>common nouns</i>) adjective /describing word (size, colour, shape, numbering, possessive, eg big, red, round, beautiful, sunny, two)
— Pronouns	I, me, he, she	pronoun /stands instead of a noun, eg I, me, him, it (<i>personal</i>), This book is <u>mine</u> ; it is not <u>yours</u> (<i>possessive</i>).
— Verbs — Adverbs	doing words when/where/how words	verb /doing word, eg run (<i>action</i>), shout (<i>saying</i>), wonder (<i>thinking</i>) adverb /tells when, where, how, eg carefully (<i>how</i>)
— Prepositions		preposition /placed in front of a noun group to show where, when etc, eg <u>on</u> the box (<i>where</i>), <u>before</u> my birthday (<i>when</i>)
Word Building and Origins		compound word /two words combined, eg playground
Figurative Language		creative word play , eg alliteration (slimey, slippery, snakes), onomatopoeia (the wind whooshed)

STAGE 2

homonyms, words with the same sound and often the same spelling, but different meaning, eg *bark* (tree), *bark* (sound made by dog)
word families/words linked because they deal with the same topic
referring words, eg pronouns

structure of sentence

— **quoted (direct) speech**, eg Kim said, 'I want to go home.'
 — **reported (indirect) speech**, eg Kim said that she wanted to go home ...

structure of clause

syntax, eg Kim (*subject*) opened (*verb*) the door (*object*); stressing structural accuracy, eg subject-verb agreement
meaning, eg Kim (*thinker*) remembered (*thinking verb*) the party (*what is thought*); Kim (*person or thing*) is (*relating verb*) generous (*description*) ...
theme of clause/beginning focus of clause, eg Kim (*beginning focus*) opened the door ...

structure of noun group

— additional elements of noun group, eg the (*article*) three (*number*) beautiful (*opinion adjective*) native (*classifying adjective*) flowers (*noun*)

structure of verb group

— negatives (including contractions): auxiliary, helping verbs, eg She **is** sitting here

additional types of nouns, eg girl (*singular*), girls (*plural*), crowd (*collective*), Ms Jones (*terms of address*)
additional types of adjectives, eg this (*pointing*), our (*possessive*), bigger (*comparing*)
types of articles, eg the dog (*definite*), a dog, an apple (*indefinite*)

relating verbs, eg She is my teacher ...
tense, eg She went home (*past*); Koalas eat leaves (*present*); She will arrive tomorrow (*future*) ...

additional types of adverbs, eg possibly (*modal*), very (*degree*)

prepositions, eg in front of

base words, eg happy, **prefixes**, eg unhappy
suffixes, eg happily

evaluative language, eg It was an excellent piece of writing.
simile, eg She sings like an angel.

STAGE 3

word chains, eg synonyms, antonyms, repetition, collocation
word sets, eg mammal: placental, marsupial, monotreme (*classes and subclasses of words*); tree: trunk, branch, leaf (*part, whole*)
connectives, eg similarly, on the other hand, however (*contrast*)
dialogue patterns, eg taking turns, different types of questions and responses

structure of sentence

— **compound sentence**/two or more independent clauses joined by a conjunction, eg The bell rang and Kim went home.
 — **complex sentence**/an independent (main) clause and a dependent (subordinate) clause linked by a conjunction indicating time, place, manner, reason, condition etc, eg When the bell rang, Kim went home.

structure of clause

syntax/direct and indirect object, eg Kim (*subject*) gave (*verb*) the teacher (*indirect object*) the flower (*direct object*)
meaning/Kim (*doer*) kicked (*action*) the ball (*done to*) to Lachlan (*receiver*) ...
theme of clause/changing the beginning focus of the clause
 — **active**, eg Kim (*doer*) finished (*action*) the work (*done to*)
 — **passive**, eg The work (*done to*) was finished (*action*) by Kim (*doer*) ...

structure of noun group

— additional elements of noun group, eg adjectival phrase (*the chair next to my desk*); adjectival/relative clause (*the chair that is next to my desk*)

structure of verb group

— modal verbs (high/medium/low shades of meaning), eg It might be finished tomorrow ...; complex verbs, eg The plane started to move; verbs with preposition or adverb, The plane took off ...

additional types of nouns, eg happiness (*abstract*), nucleus (*technical*)

additional types of adjectives, eg her book (*possessive*), five books, the first book (*numbering*), native flower (*classifying*), possible answer (*modal*)

additional types of pronouns, eg the girl who ... (*relative*)

tense, eg multiple word tenses (We have been working for three hours.)

additional types of adverbs, eg luckily (*comment*), in my opinion (*point of view*)

prepositions, eg throughout the story; underneath the bed

word origins, eg telephone (Greek), pyjamas (Persian and Urdu), pedestrian (Latin), bungalow (Indian)

metaphor, eg She is an angel.

idiom, eg Pull yourself together.

personification, eg the water licking at my feet

Scope and Sequence of Phonological and Graphological Processing

When selecting the content of a program to teach students to use phonological and graphological information, teachers should be aware of the importance of, and the relationships between, the following aspects of literacy learning:

- sound (phonological) awareness
- visual (graphological) processing
- letter–sound (graphophonic) relationships
- spelling
- handwriting.

Sound (phonological) awareness

Sound awareness is the understanding that spoken words are made up of separate sounds and that these sounds can be pulled apart and put back together again or manipulated to make new words. Students need sound awareness to be able to use the alphabetic principle effectively in reading and spelling. While many aspects may be taught aurally in Early Stage 1, it is important that once students know some letter–sound relationships, the teaching of sound awareness links with reading, writing and spelling activities.

Visual (graphological) processing

The 26 letters that make up the English alphabet are the basic data of the reading system. Each individual word in a printed text is visually identifiable because it is made up of a unique subset and sequence of these letters.

The visual processing system gradually builds up detailed images of a growing number of words that it can process automatically (with the aid of other processing systems). Accuracy, fluency and, eventually, automatic recognition of words by sight depend greatly upon the completeness and rapidity of one's visual memory of the words. In early processing, the whole word is recognised as an image, but later processing involves combining letter sequences, use of which is facilitated by phonemic awareness and knowledge of letter–sound relationships.

Letter–sound (graphophonic) relationships

Knowledge of letter–sound relationships gives students a degree of independence in learning to recognise words and in reviewing them. It develops students' visual images of words because it allows them to attend actively to the letter components of the words and their sequencing. It is important that students understand that the pattern of letters that is unique to each word is not arbitrarily chosen but depends on a conventional system. The English language uses the alphabet to relate printed letters to speech sounds using a system of correspondences (the alphabetic principle).

There are several important aspects in teaching letter–sound relationships:

- awareness of the printed form (visual familiarity with the letters);
- alphabetic principle (systematic relationships between letters and sounds);
- making generalisations about letter–sound relationships;
- ensuring that students know whether teachers are referring to the sound or the letter name;
- recognising that graphemes usually represent multiple sounds;
- blending sounds for known letters to form words.

Spelling

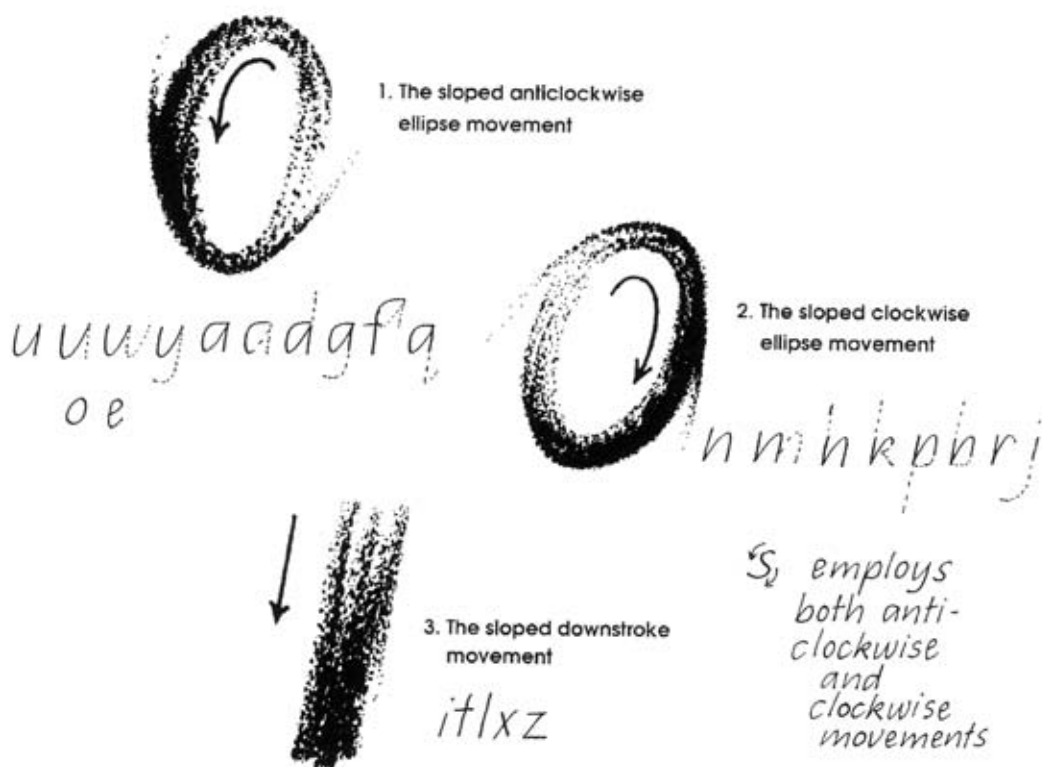
Learning to spell is closely linked to learning to read and write. Learning about spelling reinforces knowledge about common letter sequences and about spelling–sound relationships. Good spelling involves flexible and strategic problem-solving behaviour. It is important that students are aware of the variety of strategies that can be used to spell words. They should be aware that, because of the peculiarities of the English spelling system, some strategies work better for some words than others.

Early spelling is usually characterised by phonetic approximations, but later spelling becomes orthographic as the speller learns about common letter sequences, phonic generalisations, word origins and rules used in English orthography.

Handwriting

Learning to form the letters correctly is an essential component of literacy development. It links closely with learning about letters, letter sequences and words. Students should be taught the NSW Foundation Style (see Appendix A, p 101), which has one basic set of letter shapes that are the same for young students using manuscript handwriting (unjoined letters) and for older students using cursive handwriting (joined letters).

The following three Foundation movements form the basis of legible, fluent handwriting:



The correct pen and pencil grip to be encouraged, for both left- and right-handers, uses the thumb, index and middle fingers in one of the following ways:

- having the thumb and index finger pinch while the writing implement rests on the middle finger;
- having the thumb and middle finger pinch with the index finger resting on top of the writing implement;
- having thumb, index and middle fingers share the task equally.

Scope and Sequence of Phonological and Graphological Skills

EARLY STAGE 1

Students will be provided with opportunities to:

Visual Processing

- recognise that words are units of print with a space on either side, that they carry a message and have constant meanings
- automatically recognise whole common words by sight, eg student's name, high-frequency words from texts (eg through matching games)
- follow text directionality from left to right, including knowledge that letters are written from left to right to form individual words
- discriminate between letters through matching activities
- develop an awareness that the direction of a letter (eg b/d), and whether it goes above or below the line (eg b/p), makes a difference when identifying a letter
- know the names of the letters of the alphabet
- recognise that the same letter may be printed in upper and lower case

Sound Awareness

- recognise that words are made up of sounds
- join in rhymes and chants
- recognise rhymes and provide a rhyming word, given a predictable context
- segment oral sentences into individual words (using words of one syllable at first)
- segment spoken multisyllabic words into syllables (eg ba-na-na), using clapping or drum-beats
- say the first sound in a spoken word
- recognise spoken words that begin with the same sound (eg pat, pin) or a given sound (eg Clap when you hear a word beginning with 'm')
- vocally 'stretch' a word (eg m-a-n, b-ea-ch, t-r-ee, sh-o-p), using a hand gesture to support the stretching concept, to highlight the first, middle and last sounds
- say the last sound in a spoken word (eg in 'game' the last sound is 'm')

Letter-Sound Relationships

- achieve the insight that written words refer to spoken words
- say the most common sounds for all the lower-case letters (to avoid confusion, letters that look alike and sound alike should not be introduced together, eg 'b' and 'd', 'a' and 'u')
- identify new words using known letter-sound relationships, eg using initial letter to guess the word
- blend known letter-sound relationships to form vc (eg at) and cvc (eg sit) spoken and written words.

EARLY STAGE 1

Students will be provided with opportunities to:

Spelling

- write their own name using correct spelling
- copy the sequence of letters from models of high-frequency, topic and personal words
- write high-frequency words independently (eg is, I, am, the)
- say and sound while writing the letter for the first sound in a word
- say and write letters for some of the sounds in a word beyond the initial sound, identifying the sounds through stretching the word (initially with teacher support) — students may still use letter names for sounds
- spell unknown words phonetically (as they sound), with most of the letters in the correct sequence

Handwriting

- recognise correct pencil grip and employ self-correcting techniques to practise it
- maintain correct body position for writing
- practise the three NSW Foundation Style movements: the sloped anticlockwise ellipse movement, the sloped clockwise ellipse movement and the sloped downstroke movement
- use a variety of writing implements
- use a variety of paper, eg butcher's paper, paper with single line, paper with many lines
- copy lower-case letters in NSW Foundation Style — students copy from a model with verbal prompts and trace from models that provide directional guides
- write their own name using NSW Foundation Style
- know and demonstrate that letters are proportional to each other
- know and demonstrate that everything we write (upper-case letters, lower-case letters and numerals) will start at the top except for 'd' and 'e', which start in the middle
- know that letters are related to each other (eg 'g' is an 'a' with a tail)
- experiment with using a computer keyboard.

Scope and Sequence of Phonological and Graphological Skills

STAGE 1

Students will be provided with opportunities to:

Visual Processing

- recognise an increasing number of high-frequency sight words (sight words may have to be practised to support automatic recall)
- demonstrate an early ability to see small words within bigger words (eg within compound words such as 'cowboy')
- recognise lower-case and upper-case letters
- read environmental print

Sound Awareness

- in early phases of Stage 1, segment spoken cv (b-e), vc (o-n) and cvc (l-o-t, p-a-ck, sh-o-p) words into separate sounds
- in early phases of Stage 1, blend single sounds to form a spoken word (cv, vc and cvc words)
- in early phases of Stage 1, delete onset from a spoken word to utter the rime separately, or to make a new spoken word (eg Say 'sheet' without the 'sh')
- in later phases of Stage 1, segment consonant blends (cc, eg **s-p**-ot, and ccc, eg **s-p-l**-it) to show awareness of identity of separate phonemes (tr-, dr-, -mp, -nt, -nd, and -nk may need extra explanation, with attention to how they are formed in the mouth)
- in later phases of Stage 1, blend single sounds to form a spoken word (ccvc, eg slip, clock, sneeze; cvcc, eg desk, lunch; cccvc, eg street; ccvcc, eg crust)
- manipulate phonemes to make new words, eg exchange one sound in a spoken word with a different sound to make a new word

Letter-Sound Relationships

- understand the difference between letter names and letter sounds
- understand that letter names remain constant but the sounds they represent may vary
- know the names and most common sounds for all single letters
- blend sounds in written vc, cv, cvc words to work out unknown words
- recognise consonant digraphs (eg sh, ch, th, wh, ph)
- recognise common vowel digraphs (eg ea, ay, ar, er, or)
- recognise long vowel sounds (silent 'e')
- segment written words into onset and rime (eg slip: sl and ip)
- build word families using words with known rimes (eg using knowledge of 'day' to spell 'bay' and 'ray')
- recognise that common suffixes in words can have different sounds (eg talked, wanted, rubbed)
- identify the sounds of known letter clusters, syllables or rimes in unknown words.

STAGE 1

Students will be provided with opportunities to:

Spelling

- focus on letter sequences and their sounds when copying and learning high-frequency, topic and personal words
- write cv, vc and cvc words that contain known letter-sound relationships
- choose phonetically appropriate letters to represent most of the sounds in unknown words (students may have difficulty with consonant blends)
- use rime analogy to spell new words (eg mop, hop)
- use knowledge of familiar letter patterns to spell words, eg -ed, -ing
- spell words using consonant blends, digraphs and long vowel sounds that have been introduced as a component of the reading program
- start to use self-correction strategies such as visual and auditory strategies (eg sounding out, sight words) to spell unknown words in own writing

Handwriting

- form upper-case and lower-case letters in NSW Foundation Style with letters that are:
 - of consistent size
 - of consistent shape
 - appropriately spaced
 - in straight lines
- use correct posture and correct pencil grip
- use lined paper to guide
- practise using a keyboard.

Scope and Sequence of Phonological and Graphological Skills

STAGE 2

Students will be provided with opportunities to:

Visual Processing

- build fluency and automaticity in recall of an expanding number of words in literary and factual texts
- find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (Automatic processing of letter clusters assists in word recognition.)

Sound Awareness

(At Stage 2, development of phonemic awareness typically occurs through learning experiences in which letters are linked to sounds, ie in phonics and spelling activities. Phonemic awareness skills could be consolidated through games and activities.)

- produce a rhyming word that begins with the same sound (eg Say a word that rhymes with 'sheet' but starts with 'm')
- delete consonants from consonant blends to make a new word (eg Say 'smack' without the 'm')
- exchange one consonant within a consonant blend with another consonant to make a new word (eg Say 'smack', but instead of 'm' say 'n')
- delete 'n' from final blends (eg Say 'went' without the 'n')

Letter-Sound Relationships

- read unknown words (two syllables) in syllable chunks, rather than separate sounds
- read multisyllabic words with known prefixes and suffixes (eg un-, non-, -tion, -ness, -able)
- recognise contractions (eg shouldn't)
- give the most common sounds for all vowel digraphs (eg cloud) and trigraphs (eg high)
- decode more unusual letter patterns as chunks (eg 'ough', 'scious')
- be aware of more advanced letter-sound correspondence rules (eg soft c and g before e (eg cent, gent), i (eg city, giant) or y (eg cygnet, gym))

Spelling

- use an increasing bank of known spelling words written automatically
- use known letter patterns and sound sequences, not just individual letters, when spelling unknown words
- classify words into groups according to the way in which they are spelt (eg thought, bought, ought)
- become familiar with the various ways of representing a particular sound in writing (eg meat, meet, metre)
- hypothesise about and learn spelling generalisations (eg i before e except after c; y to i rule for plurals; doubling consonants etc)
- use known word parts when spelling unknown words (eg prefixes, suffixes, compound words)
- consider meaning and context when spelling words (eg when differentiating between homonyms such as their/there/they're)
- correctly represent consonant blends when spelling unknown words
- use common consonant and vowel digraphs in attempting unknown words
- use mnemonics for spelling irregular or difficult words (eg 'piece of pie')
- increasingly use visual and phonetic self-correction strategies in editing own work (words that do not look or sound right)
- become familiar with various spelling resources, eg spell check, dictionary

Handwriting

- write upper-case and lower-case letters in NSW Foundation Style with Cursive Stages 1 and 2 letters that are:
 - of consistent size
 - of consistent slope
 - appropriately spaced
 - in straight lines
 - legible
- use correct pencil and pen grip and good posture
- practise a range of keyboard skills (eg ability to use all essential function keys).

STAGE 3

Students will be provided with opportunities to:

Visual Processing	<ul style="list-style-type: none"> • build fluency and automaticity in recall of almost all words in the spoken vocabulary • automatically process longer words in terms of letter cluster (eg <u>introduc</u>tion, <u>produc</u>tion), syllables (eg en/cy/clo/pe/di/a) and smaller words in big words (eg <u>develo</u>pment) (Automatic processing of letter clusters assists in word recognition.)
Sound Awareness	<ul style="list-style-type: none"> • display complex oral phonemic manipulation skills, eg spoonerisms
Letter–Sound Relationships	<p>(By Stage 3, most students should be able to read familiar and unfamiliar words effortlessly and accurately by drawing on a range of word-identification strategies.)</p> <ul style="list-style-type: none"> • use knowledge of a wide range of graphophonic relationships involving a variety of letter patterns (eg single letters, vowel and consonant digraphs, letter clusters and patterns) • recognise smaller meaning units within larger words (eg base words, prefixes, suffixes, compound words) • use knowledge of root words and word origins • sound out unknown words (two or more syllables) in chunks (eg syllables, word segments) rather than single letters • read aloud, demonstrating good control of intonation, pause and stress
Spelling	<p>(By Stage 3, students should be able to accurately and automatically spell words that are regularly used in the classroom. They should be able to use a wide range of strategies for spelling unknown words and for learning commonly misspelt words.)</p> <ul style="list-style-type: none"> • use competent visual and phonological strategies for attempting and checking spelling (does it look and sound right?) • use known word meanings and base words when spelling unknown words (eg heal, healthy; sign, signature) • develop knowledge of word origins, eg Greek and Latin roots (telephone, aquarium) • consolidate and extend proofreading skills and take responsibility for editing own work • develop a knowledge of less common letter patterns and spelling generalisations/rules and apply them to new situations • take responsibility for maintaining a personal spelling notebook • competently use various spelling resources, eg spell check, dictionary
Handwriting	<ul style="list-style-type: none"> • write fluently in NSW Foundation Style and personal style, forming joined letters of appropriate size and spacing and using appropriate pressure • use correct pen grip and maintain good posture • give attention to layout and practise calligraphic flourishes to enhance writing in appropriate situations (eg project headings) • experiment with different instruments, eg a range of pencils, different types of biros and pens, ink, calligraphy pens • demonstrate confidence, accuracy and speed in keyboard skills.



**General
Principles
for Planning,
Programming,
Assessing,
Reporting
and Evaluating
in English**

General Principles for Planning, Programming, Assessing, Reporting and Evaluating in English

Planning, programming, assessing and reporting in English K–6 involve the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus.

Student achievement of the syllabus outcomes is the goal of planning, programming and assessing. Reporting is the communication of that achievement. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that students will progress through the stages identified in the syllabus. As students participate in a range of English learning experiences, teachers make judgements about student progress. Student work samples can provide information about what students know and understand about language.

Evaluating is the process of making judgements about the effectiveness of teaching programs, policies and procedures. Modifications to programs, policies and procedures may result from the evaluation process.

Planning

Planning is the process of creating an overview of the content, using the English syllabus and its outcomes in relation to the learning environment of the school and student learning needs. The purpose of planning is to assist in developing shared understandings, good organisational practices and effective programming.

Planning needs to be done at whole-school, stage and class levels as well as at the individual level. The principles below underpin effective planning.

- Acknowledge the prior learning of students and identify students' learning needs in each stage.
- Refer to the outcomes and indicators, content overview and scope and sequence overviews in the syllabus.
- Ensure that students have access to a balanced program that enables them to learn about language and to learn to use language in all stages of schooling.
- Develop shared beliefs and understanding in the school community about the teaching and learning of talking, listening, reading and writing.
- Identify and use the resources available within the school and the wider community.
- Provide effective organisational structures within the school, such as early intervention and provision for students at risk.
- Refer to policies or perspectives adopted by the school system.
- Refer to the school English policy.

To assist their planning, teachers are referred to the *English K–6 Modules* (Board of Studies NSW, 1998).

Programming

Programming is the process of selecting and sequencing learning experiences for the class, for groups and for individual students to achieve outcomes of the English syllabus. The principles below underpin effective programming.

- Programming should cater for the diversity of student learning needs at a particular stage.
- The sequencing of learning experiences should enable students to achieve the outcomes.

- Programming should include learning experiences that will develop students' confidence, enthusiasm, enjoyment and independence in learning language.
- Programming should include Aboriginal perspectives and multicultural perspectives in learning experiences where appropriate.
- Programming should enable the continued development of students' skills, knowledge and understandings in talking, listening, reading and writing.

Points to consider when programming

Focus for students' activities

On which topic/theme/text types/learning experiences will this unit focus?

Outcomes

Towards which English outcomes will students be working?

Designing, selecting and sequencing activities

How can the learning experiences be sequenced to consolidate language learning and provide opportunities for each student to achieve outcomes at each stage? What roles and relationships will these activities and groupings encourage? How will these influence the students' use of language?

Resources

Which texts will be used as the basis of each unit? Which texts are appropriate for use as models? Is there an appropriate balance of spoken and written texts? Which texts are appropriate for wide reading?

Assessment

Which aspects of language development can be assessed during this unit of work? What sort of evidence should be observed or collected (contribution to joint construction activities, reading logs, conferences, writing samples, participation in discussions, diaries and cloze)? How can this evidence be analysed and recorded (case histories, anecdotal records, informal reading observations, work samples, profiles)?

Evaluation

How successful was this unit of work? Were all students' needs catered for? Did students enjoy the unit of work? Were students provided with opportunities to achieve the outcomes? Where do we go from here?

Assessing

Assessing is the process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. An important purpose of assessment is to design appropriate learning programs for all students. The principles below underpin effective assessment.

- Assessment is integral to teaching and learning. It should be based on the learning outcomes in talking, listening, reading and writing that specify what students know, understand and are able to do with language.
- A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate, in an authentic manner, what they know and understand about language as well as what they can do.
- Assessment procedures should relate to the knowledge and skills that are taught within the school program, and to the syllabus outcomes.

- Assessment must be reliable in that it consistently produces results that accurately reflect the student's ability to perform that task. It must be valid in that it actually measures what it is intended to measure.

Assessment processes should:

- be consistent with overall school goals and general policies;
- arise from the everyday classroom learning experiences of students;
- enhance the self-esteem and motivation of the individual student;
- recognise and value the diverse backgrounds and experiences of students;
- be based on the syllabus outcomes and be closely related to the syllabus content.

Collecting assessment information involves:

- systematically observing students during activities;
- interacting with students to gain a deeper knowledge of what they know, understand and can do;
- analysing work samples by using indicators.

Forms of assessment

Formative assessment

Formative assessment is the practice of building a cumulative profile of student achievement. This usually takes place during day-to-day classroom activities and involves informal interaction and systematic observation of the student. The indicators may be used to guide teacher observations. While it may also include more formal assessment procedures, formative assessment provides a broader profile of the student than formal testing may provide. It is a valid and valuable part of overall assessment.

Summative assessment

Summative assessment is the practice of making judgements about student achievement at certain relevant points in the learning program, such as at the end of units of work, or the end of a term or year of schooling. Formal assessment activities such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may focus on a single outcome or on a number of outcomes.

Formative and summative assessment complement each other, and both should be used to form a comprehensive profile of student achievement.

Diagnostic assessment

Information gained from assessment will be used in conjunction with other information to diagnose areas of need for individuals or groups of students and to determine students' future goals. This information informs planning and programming.

Reporting

Reporting is the process of providing information, both formally and informally, about the progress of student achievement. The purpose of reporting is to provide information about student learning in English K–6. Reports can be presented in a spoken or written form. The principles below underpin effective reporting.

- Reporting of student achievement has a number of purposes for a variety of audiences such as students, parents, teachers, school and the wider community.
- Reporting should provide a diagnosis of areas of strength and need, including those in which the students might be given additional support.
- Reporting information needs to be clear, and appropriate to the audience.

Parents/caregivers will want to know how their child is progressing in relation to:

- values and attitudes;
- knowledge and understanding about language;
- skills and competence in using language.

When reporting to parents, the key features of the report should be:

- to provide information about how the student is progressing;
- to suggest ways in which parents can help at home, such as: reading to the child more; reading with the child; writing with the child; and developing the child's confidence to take risks with reading and spelling.

The form of reporting to parents should take account of the levels of parent literacy in their first language and/or English, and levels of fluency in spoken English. Teachers may consider having reports translated into the home language. In some circumstances, interviews may be an appropriate way of reporting to parents.

Evaluating

Evaluation is an ongoing process. Information for use in evaluation may be gathered through: student assessment; teachers' own reflections on their teaching practices; written records such as questionnaires, logs and diaries, submissions or records of meetings; and discussion with general staff members, teaching staff (including ESL teachers, community language teachers and support staff), parents and other community members.

Teachers need to gather, organise and interpret information in order to make judgements about the effectiveness and appropriateness of:

- curriculum overviews and plans;
- teaching programs;
- teaching strategies;
- assessment strategies;
- resources;
- staff development programs;
- the school English plan/policy/strategy.

The following questions may assist in ensuring that the information sought is relevant to the evaluation.

- How did planning, programming and teaching contribute to student achievement of outcomes?
- Were the special needs of individual students catered for?
- Was adequate time allocated for the program?
- How did students respond to the resources selected?
- Which activities generated the most language use/language viewing and reading?
- Which teaching strategies best supported students' language learning?

Modifying programs

The ultimate stage of evaluation is the integration of the evaluation information into a modified and improved program that will lead to:

- more appropriate teaching strategies;
- more effective assessment/evaluation;
- more efficient and effective use of resources.

The process of school-level evaluation highlights the need for reflection and provides opportunities for:

- identifying areas of need;
- addressing the professional growth of teachers;
- recognising school/system achievements.

The evaluation of a particular area of the school's operation will provide a starting point for a cycle of future action.



Glossary

Glossary

This glossary includes the terms that are used in this syllabus and support documents.

Adjective

A word that describes a noun. Different types of describing words include:

- possessive adjectives (eg my, his, her)
- numbering adjectives (eg two, many, lots of)
- describing adjectives (eg big, old, yellow, beautiful)
- comparing adjectives (eg more delicate, best, bigger)
- classifying adjectives (eg Persian cat, air transport).

Adjectival phrase A group of words (usually beginning with a preposition) that give more information about a noun.

eg *The girl with brown curly hair sat at the front.*

The flowers in the vase were wilting.

Adjectival clause A clause that provides information which defines the qualities or characteristics of the person or thing named. Usually begins with a relative pronoun and is sometimes called a relative clause.

eg *The child who had the red top came first.*

The books that I bought yesterday were discounted.

Adverbials

A general term to refer to those language features that tell more about a verb (eg when, where, how). The main adverbials are adverbs and adverbial phrases.

Adverb

A word that tells something about a verb, adjective or another adverb to indicate such things as manner, place or time. An adverb commonly ends in -ly.

eg *Krista ran quickly.*

Binh ran more quickly.

Go there after school.

She is most helpful.

He listened very carefully.

Adverbial phrase A group of words that provide information about where, when, with what, how far, how long, with whom, about what, as what.

eg *She swept the floor with an old broom.*

Tim spoke to James about his work.

Throughout time people have attempted to halt old age.

Analogy

Equivalence or likeness, eg likening the attributes of one character in a narrative to another, recognising how to pronounce one word because of its similarity to another.

eg *main — rain*

Antonym

A word or word group with a meaning opposite to that of another word or word group.

eg *hot — cold*

go away — come back

Apostrophe (')

A punctuation marker used to:

- indicate possession, eg Rosie's cup (an apostrophe is not used with possessive pronouns her, his, its, theirs, ours);
- indicate missing letters or numbers in a contracted expression.

eg *He's gone home.*

It's news to me.

1990s = '90s

<i>Article</i>	There are three articles in the English language: <i>a</i> , <i>an</i> and <i>the</i> . Articles are placed before nouns and form part of the noun group when referring to either a specific person or thing (<i>the</i>) or a non-specific person or thing (<i>a</i> , <i>an</i>).
<i>Base word</i>	See 'Prefixes and suffixes'.
<i>Channel of communication</i>	The medium through which language is relayed. Language varies according to the channel of communication being used. Oral, face-to-face interaction, for example, is different from engagement with a written text, where the reader is distant in time and space.
<i>Clause</i>	<p>A complete message or thought expressed in words. The essential component of a clause is a verb or verb group.</p> <p>eg <i>She played in the sandpit.</i></p> <p><i>Duc was running home.</i></p> <p>A main clause (also known as principal or independent clause) is a clause that can stand alone as a complete sentence or may join with other clauses, eg <i>I am waiting for you.</i></p> <p>A dependent clause (also known as subordinate clause) is a group of words that cannot usually stand alone as a sentence, eg <i>While I was waiting for you ...</i></p>
<i>Codes</i>	Words, pictures and symbols used to convey a message.
<i>Cohesive links</i>	<p>Those language features that help to develop unity within a text. Cohesion can involve referring words such as pronouns —</p> <p>eg <i>Tony wanted to escape but <u>he</u> couldn't run.</i></p> <p>or content words that are related in various ways —</p> <p>eg <i>Tony wanted to escape but the <u>poor wretch</u> couldn't run.</i></p>
<i>Collocation</i>	<p>Words that typically go together or that cluster around the same topic or subject matter.</p> <p>eg <i>salt and pepper</i></p> <p><i>stream, babbling, clear, crystal, pebbles</i></p>
<i>Colon (:)</i>	<p>A punctuation marker used to introduce an explanatory statement or a list of items that complete the sense of the sentence.</p> <p>eg <i>There were three things in the back of the truck: a tent, a cricket bat and a wet blanket.</i></p>
<i>Comma (,)</i>	<p>A punctuation marker used to indicate the grammatical organisation of sentences.</p> <p>Commas are used in sentences:</p> <ul style="list-style-type: none"> to indicate separation between parts of a sentence such as clauses or phrases where such separation is important to the meaning <p>eg <i>Children, who cannot lift such heavy weights, will not be allowed to participate.</i></p> <p><i>Children who cannot lift such heavy weights will not be allowed to participate.</i></p> <ul style="list-style-type: none"> to separate words, phrases or numbers in a series <p>eg <i>Children like to eat apples, bananas, oranges and watermelons.</i></p>
<i>Command</i>	<p>A clause that gives direction or seeks an active response.</p> <p>eg <i>Leave now! Go!</i></p>
<i>Compound word</i>	A word consisting of two or more words that has a meaning different from that of the individual words, eg <i>farmyard</i> .
<i>Complex verb</i>	<p>When there is more than one verb in the verb group.</p> <p>eg <i>They <u>were trying to lift up</u> the box.</i></p>

Conjunction/ Connective	<p>A word that indicates a connection in a sentence or between sentences:</p> <ul style="list-style-type: none"> • through adding information, eg <i>and, as well</i> • through time, eg <i>meanwhile, when</i> • by comparing or contrasting, eg <i>likewise, on the other hand</i> • through cause and effect, eg <i>because, so</i>.
Contextual information	Background knowledge, shared experience and subject-specific vocabulary, as well as expectations about how a text relates to the context of the situation, eg museum excursion – factual report.
Critical evaluation	Objective assessment of oral, visual or written text for the way in which themes, issues or ideas are presented.
Dash (–)	A punctuation marker used to indicate a break or pause in a sentence or to begin and end a parenthetical clause. It is increasingly used in formal and informal writing where traditionally a colon, semi-colon or comma may have been used.
Direct/ Quoted speech	<p>Speech in a text that quotes what someone has said, giving the exact words.</p> <p>eg <i>She said, ‘<u>Would you like to go sailing today?</u>’.</i></p>
Dot point (•)	<p>A punctuation marker used to separate items in a list or key points for noting in written text.</p> <p>eg <i>You will need to locate the following objects:</i></p> <ul style="list-style-type: none"> • <i>a blue pen</i> • <i>two lead pencils</i> • <i>a note pad.</i>
Download	Transfer messages, files or software to a local computer.
Electronic book	A multimedia presentation of a book incorporating text, images, animation and sound including narration, eg <i>Just Grandma and Me</i> .
E-mail	Electronic mail. Correspondence sent and received using electronic addresses, including messages, documents and graphics.
Etymology	The origins of, and changes to, words in relation to meaning, eg words derived from earlier or other languages, place names, words derived from people’s names, coinages (eg ‘Kleenex’). See ‘Word origin’.
Evaluative words	<p>Language used by a speaker or writer to give a text a particular perspective (eg judgemental, emotional, critical) in order to influence how the audience will respond to the content of the text.</p> <p>eg <i>She looks <u>really fabulous!</u></i></p> <p><i>Kerry <u>grumbled</u> at the <u>heavy workload</u>.</i></p>
Exclamation mark (!)	<p>A punctuation marker used at the end of a sentence to emphasise the emotion or feeling that is contained in the sentence. In some forms, such as personal letters, it may be used to strengthen the humorous element in a sentence.</p> <p>eg <i>We found the cat asleep in the rubbish bin!</i></p> <p><i>Go!</i></p>
Field knowledge	Understanding and/or experience of the topic or subject, including subject vocabulary. Building field knowledge through excursions, discussions and other experiences assists in reading and writing on a topic.
Finite verbs	Verbs that agree with their subject, eg <i>He <u>writes</u> stories. They <u>write</u> stories.</i>
Fluency	Ease of flow, eg in talking, reading and handwriting, spelling.
Full stop (.)	<p>A punctuation marker used to indicate the end of a sentence that is a statement or command.</p> <p>eg <i>Maria came into the room.</i></p> <p><i>‘Come into the room, Maria.’</i></p>

<i>Grammatical/syntactical information</i>	Information about language structure in comprehending a text, eg sentence structure, text organisation and word order.
<i>Grapheme</i>	The smallest unit of writing. A letter or combination of letters that corresponds to or represents phonemes, eg the <i>f</i> in <i>frog</i> , the <i>ph</i> in <i>phone</i> the <i>gh</i> in <i>cough</i> .
<i>Graphological information</i>	Visual information about words and texts in print, eg punctuation, letter sequences.
<i>Graphophonic relationships</i>	The connections between the sounds and the letters when reading or spelling.
<i>High-frequency words</i>	Words that occur often. May include words easily sounded out and sight words. Often related to general knowledge/experience. eg <i>house, mother, dog, the, an, my</i>
<i>Homograph</i>	A word of the same spelling as another, but of different origin and meaning. eg <i>wind (the wind blows), wind (wind the clock)</i>
<i>Homonym</i>	A word having the same sound and often the same spelling, but a different meaning. eg <i>weak (adjective), week (noun)</i>
<i>Homophone</i>	A word having the same sound as another but different spelling and meaning. eg <i>bear, bare</i>
<i>Hyperlink</i>	An area of a web page or CD-ROM (either text or an image) that the user can click on in order to go to another item or source of information. See 'Hypertext'.
<i>Hypertext</i>	An area of text on a web or CD-ROM page that acts as a hyperlink.
<i>Hyphen (-)</i>	A punctuation marker used to indicate that a word is divided. The hyphen is placed between syllables or, in the case of compounds, between the parts of the word. eg <i>role-play, self-correcting, pre-eminent.</i>
<i>Idioms</i>	Set expressions that cannot be taken literally. eg <i>I've got a frog in my throat.</i>
<i>Indicator</i>	Indicators exemplify the range of behaviours that contribute to achievement of outcomes. Indicators assist teachers in monitoring student progress within a stage. They also assist teachers in making on-balance judgements about the achievement of outcomes.
<i>Indirect/Reported speech</i>	Speech in a text that reports what someone has said and gives the content of the speech without repeating the exact words. eg <i>She said she <u>wanted to go sailing today</u>.</i>
<i>Interaction patterns</i>	The ways in which people interact with each other and how these are influenced by context (eg in terms of age, gender, culture, status). Interaction patterns are sometimes explored when considering, for example, the nature of students' interaction in group work or the way in which dialogue in narrative builds up the relationship between the characters.
<i>Language</i>	(a) Figurative — words that help the reader to create an image, eg similes, metaphors, personification. (b) Evaluative — word choices that reflect the opinions, judgements and attitudes of the user, eg <i>a fascinating book, a real bore.</i> (c) Hedging — words that leave some room for negotiation, eg <i>some people believe ..., they tend to agree.</i>
<i>Letter-sound relationship</i>	Association between a sound in English and a letter/letter pattern in words. This assists in word recognition when reading.

<i>Memory</i>	<p>A spelling strategy drawing on 'known' or 'remembered' words. Memory may be:</p> <ul style="list-style-type: none"> • visual — recognising and recalling visual features, eg <i>little, kettle</i>, similar patterns • auditory — recognising and recalling sound features by saying individual sounds and matching to letters in a word • kinaesthetic — recognising and recalling by writing, eg 'look-cover-write-check' • tactile — recognising and recalling the feel of words • articulatory — recognising and recalling the way the word is made in the mouth.
<i>Metaphor</i>	<p>A relationship between ideas created by referring to something as if it were something else.</p> <p>eg <i>Knowledge is the key to success.</i></p>
<i>Mnemonic</i>	<p>Personalised memory cue.</p> <p>eg <i>The station-er sells station-ery.</i></p>
<i>Multimedia</i>	<p>An integrated range of formats that could include text, sound, video etc.</p>
<i>Modality</i>	<p>The selection of words used by a writer or speaker to express different shades and degrees of meaning.</p> <p>eg <i>will, may, must, possibly, probably, usually</i></p> <p>Modality can be expressed through various language features such as:</p> <ul style="list-style-type: none"> • modal verbs eg <i>I might go, I must go, I could go</i> • modal adverbs eg <i>I could possibly go, Perhaps I will go</i> • modal nouns eg <i>There is a possibility I will go</i> • modal adjectives eg <i>What is the probable ending?</i>
<i>Newsgroup</i>	<p>An e-mail forum for discussion, arranged around a specific topic. Messages can be read by anyone with access to the newsgroup.</p>
<i>Noun</i>	<p>A word used to represent people, places, ideas and things.</p> <p>Nouns used to name any one of a class of things are known as common nouns, eg <i>girl, classroom, egg.</i></p> <p>Nouns used to name a place, a person or the title of something are known as proper nouns. Proper nouns commence with a capital letter.</p> <p>eg <i>Sam, Wagga Wagga, Olympic Games</i></p> <p>Nouns used to name a group of things are known as collective nouns.</p> <p>eg <i>crowd, swarm, team</i></p> <p>Nouns used to name things that we cannot see but which exist in thoughts and feelings are known as abstract nouns.</p> <p>eg <i>sadness, love, wonder</i></p> <p>Other types of nouns include human/nonhuman, general/particular, everyday/technical, count/mass.</p>
<i>Noun group</i>	<p>A group of words representing who or what is involved. It may include different types of articles, adjectives and nouns linked together.</p> <p>eg <i>The run-down old inner-city terrace house is for sale.</i></p> <p>Noun groups can also include adjectival phrases and adjectival clauses.</p> <p>eg <i>The house with the broken windows is for sale.</i> <i>The house that we saw yesterday is for sale.</i></p> <p>A noun group can consist of two or more nouns.</p> <p>eg <i>Boys and girls come out to play.</i> <i>Jenny, the oldest child, came into the room.</i></p>

<i>Noun–pronoun agreement</i>	Occurs when a writer or speaker selects the correct pronoun for the noun or noun group to which it is referring. eg <i>The boy was looking for <u>his</u> father in the supermarket.</i>
<i>Object</i>	The noun, noun group or pronoun in a sentence that is affected by an action. eg <i>The girl threw <u>the</u> ball.</i>
<i>Onset/Rime</i>	The separate sounds in a word, ie the beginning part of the word (onset) and the rest of the word (rime), eg <i>b-ark</i> .
<i>Outcome</i>	A syllabus outcome expresses a specific intended result of the teaching of the syllabus. Outcomes are derived from the content of the syllabus and are arranged in stages. They provide clear statements of the knowledge, skills and understandings expected to be gained by most students as a result of effective teaching and learning.
<i>Parentheses ()</i>	Punctuation markers used to enclose an explanatory word, phrase or sentence. eg <i>She was referring to her friend (Shirley) again.</i>
<i>Personification</i>	Attributing human characteristics to nonhuman things. eg <i>The trees sighed and moaned in the wind.</i>
<i>Phoneme</i>	The smallest unit of sound.
<i>Phonemic/Phonological awareness</i>	The ability to attend to and segment the sound stream into ‘chunks’ of sound, eg phonemes, syllables, onset/rime.
<i>Phonological information</i>	Information about the sounds of language and letter–sound relationships (when comprehending a text), eg single sounds, blends.
<i>Phrase</i>	A group of words that forms part of a sentence and does not include a finite verb. eg <i>He put the rubbish <u>in the bin</u>.</i>
<i>Prefix and Suffix</i>	Word parts that are attached to the beginning or end of base words to change the meaning. eg <i><u>un</u>happy</i> <i>happi<u>ness</u></i> The word to which the prefixes and suffixes are attached is called the base word (eg ‘happy’ in the above example).
<i>Preposition</i>	A word that begins an adverbial phrase or an adjectival phrase (indicating, for example, time, place, manner, causality). eg <i>in, on, after, before, by, under, over, of</i>
<i>Pronoun</i>	A word that is used in place of a noun. eg <i>The bag is heavy. <u>It</u> is full of bricks.</i> It may be a: <ul style="list-style-type: none"> personal pronoun, eg <i>he, she, we</i> demonstrative pronoun, eg <i>that, this</i> relative pronoun, eg <i>who</i>.
<i>Pronunciation</i>	The way in which a person delivers an oral message in terms of such aspects as articulation, rhythm (stress, pause), intonation (pitch, tone) and volume.
<i>Question</i>	A clause that seeks information by asking. eg <i>Are you leaving now?</i> The word group normally tagged onto a clause in order to signal that a reply or response is required is known as a question tag. eg <i>You are going tomorrow, <u>aren’t you</u>?</i> <i>Move over, <u>can’t you</u>?</i>

Question mark (?) A punctuation marker used at the end of a sentence to indicate that a question is being asked.

eg *Is she going to talk to Sue or Pilawuk?*

Quotation marks Punctuation markers used to indicate:

(“...”)

- direct or quoted speech or writing

eg *“I am Arno’s brother”, he said.*

(‘...’)

- the titles of poems, songs, short stories or articles

eg *the well-known song, ‘Waltzing Matilda’*

- that attention is being drawn to an unusual or particular sense or usage of a word

eg *Wombats are ‘sociable’ creatures.*

A new paragraph and separate quotation marks are used for each speaker or writer being quoted.

Quotation marks are not used for the speech of characters in a drama script.

Reading

- Guided reading — occurs when a student reads a text at between 90% and 95% accuracy with teacher guidance to develop reading strategies.
- Independent reading — occurs when a student reads a text with 95% or more accuracy, without assistance.
- Shared reading — when the teacher or proficient reader reads aloud to a group or whole class. Students may be grouped so that they can see the text and the teacher can model reading strategies, read for enjoyment, or highlight particular features of the text.

Reference

A means for keeping track of objects, words, illustrations in written and spoken texts.

In spoken language the references may be to items in the surrounding environment. In written language the references are usually to words in the text, or to illustrations or other graphical items.

Reference links

Links that keep track of the people, animals or objects throughout a text, usually nouns or pronouns.

eg **Sam** sailed the boat down the coast. **He** overturned it and [**he**] was towed to shore.

Search engine

A computer facility that allows the user to enter key words to retrieve information on a specific topic.

Semantic information

The understanding developed and drawn from when comprehending a text, eg recognising word sets (antonyms, words related to topic), predicting and following the topic of the text, following groups of words in a logical sequence, looking at layout and features.

Semicolon (;)

A punctuation marker used to indicate a separation between clauses that is stronger than a comma but less complete than a full stop.

Semicolons may separate phrases or clauses that already include commas.

eg *The competition was not decided today; it will finish next week.*

Undo the outer wrapping, taking care not to damage the catch; remove the protective cover and open the box.

Sentence

A collection of words consisting of either one clause or several clauses that are grammatically linked. A written sentence will begin with a capital letter and end with a full stop, question mark or exclamation mark. There are different types of sentences. A simple sentence consists of a single independent clause (eg *She ran to the train.*). A compound sentence consists of two or more independent clauses joined by a connective (eg *She ran to the train and jumped aboard.*). A complex sentence consists of an independent clause and a dependent clause (eg *She ran to the train while it was pulling out of the station.*).

Sight word

A common word that often cannot be ‘sounded out’, and therefore needs to be memorised to enable reading success.

eg *the, if, was*

Simile

A relationship between two things or ideas, created by comparing them.

eg *The room was like a tomb.*

Verb	<p>A word that tells what is happening or what is. Different types of verbs include:</p> <ul style="list-style-type: none"> • action verbs (eg <i>They <u>danced</u> all night.</i>) • thinking verbs (eg <i>She <u>forgot</u> his name.</i>) • feeling verbs (eg <i>Sarah <u>likes</u> baked beans.</i>) • saying verbs (eg <i>He <u>whispered</u> softly.</i>) • relating verbs (eg <i>Cows <u>are</u> herbivores.</i>).
Verb group	<p>A group of words built up around a verb. Verb groups may include auxiliary verbs (ie those ‘helping’ verbs used to indicate tense or modality).</p> <p>eg <i>She <u>is going</u> soon.</i></p> <p><i>They <u>must leave</u> before dark.</i></p> <p>Verb groups can contain two or more verbs.</p> <p>eg <i>He <u>huffed and puffed</u>.</i></p> <p><i>They <u>were going to climb</u> the fence.</i></p> <p>These are sometimes called complex/compound verbs.</p> <p>Some verb groups include other words such as adverbs and prepositions.</p> <p>eg <i>The plane <u>took off</u>.</i></p>
Viewing	<p>Observing and comprehending a visual text, eg <i>diagram, illustration, photograph, film, television documentary, multimedia</i>. This sometimes involves listening to and reading accompanying written text.</p>
Visual processing	<p>Decoding and comprehending words and text based on appearance.</p>
Voice	<p>Way of indicating who is doing the action. Active voice is where the ‘doer’ of the action comes before the verb, eg <i><u>Ann</u> broke the vase</i>. Passive voice is where the ‘receiver’ of the action is placed before the verb, eg <i><u>The vase</u> was broken by Ann</i>.</p>
Web page	<p>Information accessible over the World Wide Web as a document or ‘page’.</p>
Web site	<p>A location on the World Wide Web where specific information is published. A collection of web pages.</p>
Word chain	<p>A sequence of nouns and noun groups or verbs and verb groups that unifies a text by linking a particular content strand. Chains can also be established through repetition. For example, in a text about <i>birds</i>, words such as <i>pelicans, blue crane, moor-hens, ibises</i> create a word chain based on a pattern of words connecting classes of items.</p>
Word origin	<p>The source and history of a word (etymology).</p> <p>eg <i>photograph</i> (from the Greek words for ‘light’ and ‘picture’).</p>
Word play	<p>Experimenting and manipulating language (often in humour), eg spoonerisms, double meanings, puns.</p>

Appendix A — NSW Foundation Style

The NSW Foundation Style (graphic overview)

THE SMALL LETTERS
 u y v w a d d (optional) g q c e o
 f j s n r m h k b p l t i x z

THE CAPITAL LETTERS
 U C G O Q J S
 B P R D I L E F H T
 (optional)
 A V W M N
 K Y X Z

THE NUMERALS
 0 1 2 3 4 5 6 7 8 9

abcdefghijklmnopqrstuvwxyz

The quick brown fox
 jumps over the lazy dog.